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Human Ecology Students: What's Their Learning Style?
Nutrition Programs for Aboriginal People
Embracing Values: A Home Economics Imperative
What is a Family?



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From the Editors

This year in the darkest days of November and December the citizens here, for some reason, went crazy with Christmas lights—Snoopy's dog house had nothing on several residences of Charlottetown and Cornwall! These pinpoints of brightness dotted the landscape. Only in darkness do we truly appreciate light.

Recently Prime Minister Chrétien stated that Canada as a country has "fantastic potential." CHEA and home economics/human ecology also have fantastic potential. It all depends on our perception and our ability to see light in the darkness, to formulate a vision, and keep our eyes on the steersman's cybernetic star.

Since the last issue of *CHEJ*, the Beijing Conference and NGO Forum has become history. Going into the conference, women of the world were acutely aware of the prevailing darkness in today's society. Yet, in spite of this darkness, the voices and wills of the many thousands of women assembled there in Beijing created light and brightness. Norwegian Prime Minister Gro Harlem Brundtland has said that, in her opinion, views from the Fourth World Conference on Women would irrevocably shape the world. Governments did respond to pressure created by the hard work of huge numbers of grassroots women; solid gains were made and commitments given. At the conclusion of the Conference the consensus is that most important of all is what goes on beyond Beijing. The potential is there to "turn the world around."

Because of the magnitude and importance of this conference, and the significance of its issues to the work and mission of home economics, the editorial committee for the *CHEJ* has decided to promote the Beijing themes of equal-

ity, development, and peace in its next two volumes. (See *Call for Papers* in this issue.) How can home economics contribute to family and individual well-being while promoting equality, development, and peace?

Articles in this issue lay the groundwork for exploring these themes. Tackling the difficult subject of values, Sue McGregor discusses the recognition of values as the base for establishing our attitudes, perceptions, a new point of view, and our professional behaviour. This concept of perception, viewpoint, or standpoint underlies other articles. Ann Gacheri Kiunga shows the results of media perceptions and stereotypes; Felicia and Tony Eghan illustrate the influence of a teacher's ability to perceive different learning styles; Peterat, Hall, and Tannar call into question values and perceptions that see sexual harassment in the classroom as O.K.; three short essays by high school students illustrate the shortcomings of a stereotypical perception of "the family." And where could we find a better example of contrasting perceptions than in Barb MacDougall's two types of friends who saw her as "radical feminist" or "pussycat traditionalist?" Finally, one of the most useful findings of the recent Public Policy Survey reported in this issue is surely that home economists who perceive themselves as activists are also those who perceive themselves as most satisfied with their "political involvement." Or, to return to our need to perceive light in the darkness, we could say that there is more satisfaction in lighting a single candle, or stringing a whole series of Christmas lights, than there is in cursing the darkness.

Salut, bonne année, happy new year.

J. Estelle Reddin
Editor

Letters

Comments on the *CHEJ* Journal

From Comments made to me, I think many CHEA members have little idea of the great value and importance of the *CHEJ* Journal. Although our membership is small, and the Journal's subscription list is not voluminous, the influence of such a journal on our profession, through abstracting and electronic data retrieval capacities, is immense.

When I have published articles in the *Journal*, I have often received feedback through letters and e-mail, from colleagues all over the world. At international meetings, fellow academics praise the *Journal* and tell me what an important part of their course material and research our *Journal* articles comprise. Home economists in the developing countries consider the *Journal* a life-line in their local libraries to show what may be possible when a profession develops its own body of knowledge and research in home economics. Many developing countries such as Brazil, now publish excellent journals. They challenge our sense of priorities in considering adequate funding for the purpose of dissemination of our unique knowledge base.

Our *CHE Journal* had its beginnings in 1950, and was recognized as a "learned journal" by the Social Sciences and Humanities Research Council of Canada in 1986. The entire content of the Journal is indexed in the Canadian Periodical Index, the foremost source of Canadian content. Selected articles in specific fields are indexed by several indexing

and abstracting services which are listed at the front of the Journal. This means that bibliographic data about and abstracts of items appearing in the Journal can be disseminated through libraries by means of CD-ROMS and paper copies and beyond libraries by electronic mail on the Internet. People around the world have access to the Internet so the distribution of information about the contents of *CHEJ* is vast.

It would be difficult to estimate the influence and prestige that our profession derives from publication and maintenance of a high quality professional journal. Although some individual members may not read every article, or find material directly relevant to their work in every issue, we are all deriving the benefits of having a distinctly Canadian journal which represents our profession in Canada and abroad.

I, for one, cannot imagine CHEA without the Journal, as it speaks for us and demonstrates our knowledge base and professionalism in venues we can only imagine. The profession needs an organ to express our unique research and experience as home economists. Despite budget shortfalls, I believe that the Journal must be maintained, and if possible enhanced.

Ruth E. Berry
Winnipeg

Mot des éditeurs

Cette année, pendant les sombres mois de novembre et de décembre, les gens d'ici, pour une raison ou une autre, se sont lancés dans les grandes décorations avec des lumières de Noël; en effet, certaines résidences de Charlottetown et de Cornwall étaient plus illuminées que la niche de Snoopy! Ces points de lumière brillaient partout dans les environs. Ce n'est que dans l'obscurité qu'on apprécie vraiment la lumière.

Récemment, le premier ministre Jean Chrétien a déclaré que le Canada comme pays avait un potentiel fantastique. De même, l'ACd'EF et l'économie familiale/l'écologie humaine ont un potentiel fantastique. Tout dépend de notre façon de voir les choses, de notre capacité d'entrevoir la lumière, de se formuler une vision et de garder en vue l'étoile qui guide nos pas.

Depuis le dernier numéro de la *Revue canadienne d'économie familiale*, la conférence de Beijing et le Forum des ONG sont devenus des moments historiques. Venues de partout dans le monde, les femmes qui ont participé à la conférence étaient tout à fait conscientes des ténèbres qui planent actuellement sur notre société. Mais malgré cette obscurité, la voix et l'esprit de plusieurs milliers de femmes rassemblées là à Beijing ont su amener de la clarté, de la lumière. La première ministre de la Norvège, Gro Harlem Brundtland a dit que les idées engendrées par la 4^e conférence mondiale sur les femmes auraient une influence marquante sur le monde. Les gouvernements ont réagi aux pressions produites par le travail acharné d'un très grand nombre de femmes de toutes les couches de la société. On a obtenu des gains importants et des engagements ont été pris. À la fin de la conférence, il y a consensus: l'important, c'est ce qui se passera après Beijing. Le potentiel est là pour «changer la direction du monde.»

Vu l'ampleur et l'importance de cette conférence et vu que les grandes questions qu'on y a traitées sont d'une grande importance au travail et à la mission de l'économie familiale, le comité de rédaction de la *Revue canadienne*

d'économie familiale a décidé, dans les deux prochains volumes, de promouvoir les grands thèmes de Beijing, soit l'égalité, le développement et la paix. (Voir l'annonce *Demande d'articles* dans ce numéro.) Comment l'économie familiale peut-elle contribuer au mieux-être des familles et des individus tout en faisant la promotion de l'égalité, du développement et de la paix?

Les articles de ce numéro préparent le terrain pour l'exploration de ces thèmes. Les valeurs sont un sujet difficile à traiter: Sue McGregor le fait et parle de reconnaître que les valeurs sont à la base de nos attitudes, de nos perceptions, d'un nouveau point de vue, et de nos activités professionnelles. Cette notion de perception ou de point de vue se retrouve dans d'autres articles. Ann Gacheri Kiunga présente certains résultats des perceptions et des stéréotypes des médias; Felicia et Tony Eghan illustrent le rôle joué par la capacité de percevoir différents styles d'apprentissage en salle de classe; Peterat, Hall, et Tannar remettent en cause les valeurs et les perceptions qui voient le harcèlement sexuel en salle de classe comme une situation acceptable; trois brefs essais par des étudiants du secondaire démontrent les lacunes d'une perception stéréotypée de «la famille.» De plus, où pourrions-nous trouver un meilleur exemple de perceptions en contraste que chez les deux sortes d'amis de Barb MacDougall qui la voient comme «féministe radicale,» ou comme «traditionaliste conciliante.» Enfin, dans ce numéro, on présente les résultats du récent sondage sur les politiques gouvernementales; une des conclusions les plus intéressantes de ce sondage est que les économistes familiales qui se perçoivent comme activistes sont aussi celles qui se perçoivent comme étant les plus satisfaites de leur «engagement politique.» Ou, pour en revenir à notre besoin de voir la lumière dans les ténèbres, on pourrait dire qu'il y a plus de satisfaction à allumer une seule bougie, ou d'accrocher un jeu de lumières de Noël, que de jurer contre l'obscurité.

Salut, bonne année, happy new year.

J. Estelle Reddin
Rédactrice

The Association: The Canadian Home Economics Association is the national professional organization for those educated in the field of home economics, human ecology, family studies, consumer studies, or foods and nutrition. The mission of the association is to actively promote improved quality of life for individuals and families in Canada and the developing world and to strengthen the home economics profession.

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Embracing Values: A Home Economics Imperative

Sue L.T. McGregor

After reading Charles Taylor's *The Malaise of Modernity* from the 1991 CBC Massey Lecture series, I am more than ever convinced that values should be an integral part of home economics education. Taylor identifies three shortcomings of our modern society: individualism, instrumental reasoning, and the lack of political participation. He discusses the ramifications of a moral sense being lost from view due to the hardening of what he calls "instrumentalist values." Society's pervasive preoccupation with individualism and technology has led to a general lack of purpose and direction; less concern for or ambivalence about the well-being and security of others, the environment, and society; the placement of money as more valuable than human lives; a failure to deal with people holistically; and a grave reluctance of people to participate in governance and policy due to a sense of powerless-

Abstract

Society is experiencing a profound shift in its moral and value structure. As home economists, we have a professional obligation to become comfortable with and engage in activities related to values and their formation. Several new directions in home economics practice and the inherent inclusion of values are considered: the human ecology perspective; systems of actions and a critical reflective practice; a practical problem approach; a global perspective; a functional definition of family as a social institution; and political involvement from a social change perspective. Family advocates as well as family practitioners need to undertake the challenging task of recognizing values and then incrementally fine tuning their value reasoning, value transformation, and moral value judgement competencies, each of which is briefly reviewed. Embracing values in our teaching, research, and service better ensures that we collectively facilitate the empowerment of people in their daily lives.

ness (1992, pp. 2-12). The popular literature (for example, Covey, 1992; Redfield, 1994) has expressed deep concern for this shift in modern society's values as have home economists (for example, see Baldwin, 1995; Khamasi, 1995; Kieren, 1994; Schneider, 1994; Smith, 1994; Thompson, 1992).

Home economics has always been strongly concerned with values. In my role as a professor in a human ecology program, however, I have been struck by the reluctance of students to use the word "values" or to deal with values. There seems to be an inexplicable aversion to this concept, a concept central to our role as helping professionals. When challenged with the task of identifying values shaping a decision, students are truly confounded.

Résumé

La société vit de profonds changements en ce qui a trait aux valeurs et aux mœurs. En tant qu'économistes familiales, nous avons une responsabilité professionnelle de participer à des activités reliées aux valeurs et à leur propagation. Cet article se penche sur de nouvelles orientations que pourrait adopter l'économie familiale et sur l'inclusion inhérente des valeurs et des mœurs : une définition fonctionnelle de la famille en tant qu'institution sociale; la perspective de l'écologie humaine; une philosophie réfléchie et critique; une façon pratique d'aborder les problèmes, des plans d'action; une perspective globale; et un engagement politique selon une perspective de changements sociaux. Les défenseurs de la famille de même que les intervenants auprès des familles doivent tenter de relever le défi de préciser les valeurs et d'affiner progressivement leur raisonnement sur les valeurs, les changements à apporter aux valeurs et leurs habiletés en matière de jugements de valeurs. L'adoption de valeurs pour notre enseignement, nos activités de recherche et nos services nous aide à mieux réussir à habiller les personnes dans leur vie quotidienne.

O'Neal and Burdette recognized the debate in the home economics literature about the values held by families and society, vis-à-vis those of the profession. They raised the question, "...should [home economics] educators have a role in values education and the transmission of family and societal values?" and concluded that, "yes, the profession and its members have an obligation to engage in activities... related to values and [their] formation." They state that professionals have a repertoire of strategies and approaches at their discretion for addressing the issue of values. They assume that "...people's basic values and beliefs impact goal orientations and interactions with others and, subsequently, have long term implications for the well-being of individuals, [families], the environment, and the world community" (1995, pp.77-78). Kieren, Vaines, and Badir state that home economics and human ecology programs are charged with instilling in future practitioners (a) core values, (b) a guiding philosophy and mission of home economics, and (c) critical thinking and value reasoning skills (1984, pp.1-2).

This paper is an attempt to demystify this most fundamental element of our professional practice repertoire. Examples of how values are central to several new directions of practice proposed for the home economics profession will be followed by a listing of basic universal and home economics values, a discussion of the examination and transformation of values, criti-

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Editor's Note

This paper has been peer reviewed.

cal thinking, the use of value reasoning and moral value judgments, and strategies and approaches useful with reference to families and family public policy.

New Directions in Home Economics Practice

Several new directions for practice have been tendered by visionary home economists, all of whom have cited social ills similar to those identified by Taylor (1992) as a rationale for changing the way that we practice in today's complex society. Badir (1991), Bateman-Ellison and McGregor (in press), Engberg (1993), Istre and Self (1990), and Vaines (1988) are all calling for a new point of view for home economics practitioners that complements the human ecology perspective. Thus they advocate a shift to contextual practice wherein we appreciate that all things are related to all other things and that relationships between individuals and families and families and their environments are evolutionary, never-ending, and happening in context.

Human Ecology Contextual Perspective

The human ecology perspective embraces the position that individuals and families are human organisms (ecosystems) interacting reciprocally with and affecting their near environments, made up of the natural or physical, the human built (e.g., housing, roads, consumer products), and the socio-cultural, including such institutions as the marketplace, governments, communities, workplace, laws and regulations, social values, cultures, religions, economic systems, educational systems, justice systems, and the like (Bubolz, 1990; Bubolz & Sontag, 1988, 1993).

Systems of Actions and Critical Reflective Practice

The mission of home economics charges us to enable families, both as individual units and as a social institution, to build and maintain systems of actions comprised of combinations of three actions: (a) delivering technical skills – enabling families to cope with or survive the impact of change, (b) engaging in interpretative or communicative practice – enabling families to understand, adapt to, and conform to change, and (c) bringing a critical, emancipatory approach to practice – actually changing or re-shaping famil-

ial and institutional values and structures to benefit society at large (Brown & Paolucci, 1979, p. 23). Action is not only a physical process, but also, according to Vaines (1980), a mental process which is based on examination of principles appropriate to a particular situation and is a response to external and internal stimuli through reasoning rather than reaction or habit.

Interpretive action entails communication within and between families about values, beliefs, attitudes, perceptions, and meanings, leading to an understanding of why they decide to act or not act in a certain way. Critical action, on the other hand, involves making moral value judgments and is central to dealing with the "malaise" identified by Taylor (1992). Nickols draws the contrast between morals and values. "While morals pertain to character and behaviour from the point of view of right and wrong, and to obligation or duty..., values pertain to the desirability or worth of something tangible or intangible. Values can either be intrinsic, in which something is valued for itself, or instrumental, in which the thing is valued because it is a means to another, more valued, end" (1988, p.4).

Baldwin's (1991) "new" integrative paradigm for home economics is built on a critical theory base. Critical theory embraces a holistic conception of society, value reasoning, critical reflective practice, and contextualism in the three systems of actions. Critical reflective practice requires a new way of thinking about ourselves in the world. This leads to revelations which direct our actions. This mode of practice entails, rather than acting from habit or simply providing a family with technical information, considering the context of the situation as we help families solve problems – not all problems should be solved the same way. As well, we have to move beyond taking things for granted and realize that we do have choices which should be well reasoned and thought out, in full awareness of short- and long-term consequences for ourselves, our communities, and the global village (Vaines, 1980, 1992; Vaines & Wilson, 1986).

The practical problem approach (PPA) to helping families help themselves may be combined with critical reflective practice. The major goal of the PPA is to enlighten ourselves and family members about the ways in which the larger society has created conditions which make daily life diffi-

cult and to enable all individuals to participate fully in working towards changes for the better. Our role as practitioners is to generate and engage in critical reflective thinking and systems of actions which develop capabilities to make reasoned value judgments, perform family and community functions, and improve social and economic conditions for the good of all. We need to embrace a moral and ethical vision of what life should be (Eghan, 1993; Engberg, 1994; International Federation of Home Economics, 1993).

A Global Perspective

We live in a global community, experience ethnic and cultural diversity, encounter increasing economic interdependency, and confront environmental concerns world-wide (Smith, 1993). Achieving a global perspective entails bringing into focus aspects of global systems, issues, and problems; history; and human and universal values, so that individuals are better able to understand their situations in the community and the world. With respect to the recommended shift to a contextual, practical problem approach (PPA), a recent initiative is the integration of a global perspective into home economics curricula (Engberg, 1994; Frazier, 1985; Lusby, 1992; Smith, 1989, 1993; Smith & Peterat, 1992). Bringing a global perspective to practice entails respecting different values, developing critical thinking skills, making value judgments, and engaging in critical practice. Whatever our perceptions of what constitutes a global perspective, ultimately we must strive to engage in moral, rational value deliberation and value justification (Smith, 1993).

Defining Families as a Social Institution

The entire focus of the 1994 International Year of the Family was to celebrate the family as the basic democratic unit and institution of society. Until recently, families have been defined by their structure and composition rather than by their innate functions as a social institution. Eshleman and Wilson (1995) define an *institution* as a system of norms, values, statuses, and roles that organize human behaviour into stable patterns of activities. Mention is frequently made of families as one of society's basic institutions replete with the following roles or functions: (a) physical care and maintenance of people and environments,

(b) procreation, adoption, or fostering of children, (c) socialization of children, (d) social control of family members, (e) production and consumption, and (f) maintenance of morals and values (The Vanier Institute of the Family, 1994).

In 1994, the Canadian Home Economics Association (CHEA) adopted the United Nations' definition (description) of families, which embraces values and diverse functions. To state and agree on a definition of "family" represents a new direction for the Association and Canadian practitioners. It is repeated here to increase awareness of CHEA's formal sanction of a definition of families:

The family is referred to as the basic unit of society; it is appreciated for the important socio-economic functions that it performs. In spite of many changes in society that have altered its role and functions, it continues to provide the natural framework for the emotional, financial, and material support essential to the growth and development of its members, particularly infants and children, and for the care of other dependents, including the elderly, disabled, and infirm. The family remains a vital means of preserving and transmitting cultural values. In the broader sense, it can, and often does, educate, train, motivate, and support its individual members, thereby investing in their future growth and acting as a vital resource for development. (CHEA, 1994, p.1)

Families, as an institution, have become devalued in our patriarchal society; hence, they are not perceived to be as powerful as other institutions, notably governments and the market economy (Thompson, 1988, 1992). The moral dilemma identified by Taylor (1992) as a malaise of society and by home economists cited earlier is exacerbated by this reality.

Political Involvement and Social Change

McGregor (1994), drawing on Thompson (1988), posed the suggestion that we may better shape and influence public policy if we bring a Hestian perspective to familial and household issues. This means that when asked to respond to a request from or when taking a familial issue to policy makers, we advocate for an empower-

ment and emancipatory approach to policy rather than for control and power. We do this by calling forth the values of caring, relationships, and connections rather than those of control and power. We petition that policy makers deal with real problems in a collaborative, partnership mode rather than in the abstract; we press for intrinsic rewards rather than extrinsic, monetary rewards; we reinforce human betterment values rather than monetary values; we champion domestic life, and we acknowledge that home economists work within the cyclical time frame of families (anticipate results in the long term) rather than the linear time frame of politics (expect results in the short run).

Zimmerman (1995) argues that the dominant value traditions that have guided social and family policy development (often to the detriment of familial well-being) have led to feelings of disempowerment for practitioners and families. McGregor's recommendation that managing policy issues should be supplemented with managing social change is based on the premise that managing issues may address only the symptoms of practical, perennial family problems rather than the underlying value systems (1993, 1995). The social change approach to policy with the intention of finding common ground and influencing the values shaping others' decisions entails accommodating many different interpretations and perceptions of a new situation and appreciating that many competing interests contribute opinions based on their own values. If we adopt a social change perspective when influencing policy, we are trying to make sure that governments adopt familial and human betterment values when making policy decisions (McGregor, 1995).

The social change approach to policy is further enhanced by Vaines's conceptualization of eight spheres of influence. These eight spheres constitute the whole system within which families live and interact, enabling us to better discern the value premises of our increasingly complex social reality. They include: the cosmos, the biosphere, the power sphere (politics and business), the public sphere (community and neighbourhood), the private sphere (interrelationships, home as factory and moral center), the inner sphere (self), and the unknown and the unknowable spheres (1994, p.60).

In summary, new directions in home

economics practice have been concerned with systems of actions, critical reflective practice, practical problem approach, a global perspective, defining families as a social institution, and practice from a Hestian and a sphere of influence perspective especially with reference to social change and political participation.

Universal and Home Economics Values and Practice

Arcus states that there are "...many different kinds of values: moral, religious, cultural, prudential, aesthetic, economic, etc." (1985, p. 183). Bubolz (1990) suggested that the underlying value base of family ecology is the core value of species survival (human and other living organisms). Some values lead to human betterment and transcend families, nationalities, or politics. These are called universal quality of life values and include adequate resources, justice and equality, freedom, and peace or balance of power (Bubolz, 1990; O'Neal & Burdette, 1995). In addition to species survival, Bubolz and Sontag (1988) set out fourteen values shaping home economics practice including the four universal quality of life values as well as caring and respect, an ecological ethic, harmony and balance, work, aesthetics, cooperation, excellence in human endeavour, health, education, and honesty. We may take direction from these values as we practice.

Taylor (1992) convincingly argues that the prevailing value premises underlying citizen behaviour are creating havoc in society. More alarming is his conviction that people do not understand why they are living the way they are because they do not question their behaviour or their actions. Arcus states that "Value statements make demands on individuals to behave in appropriate ways" (1985, p. 183).

Before we can embrace values into our practice, we need to identify and reflect on our own personal and professional values. As Parker has stated, "...values are the threads that weave the fabric of one's philosophy" (1987, p.23). Values are our highest priorities: things, ideas and institutions that we prize the most.

Indicators of our values include beliefs, attitudes, goals, activities, and feelings. Generators of values include home, family, community, ethnicity, school, church, mass media, friends, and countless other influences. For example, placing a high value upon

professional success, money, friends, family, or personal freedom can result from many influences and can be reflected in many ways (Covey, 1992; Fleck, 1980).

Vaines (1990) discussed values and home economics philosophy and concluded that we needed to redress any incongruence between personal values and those of the profession. Fleck suggested several techniques to aid professionals and students in clarifying values: (a) write logs and personal reflections; (b) analyze newspaper clippings or cartoons; (c) evaluate personal drawings or art work; (d) analyze dramatic presentations (puppet shows, plays, stories); (e) role playing; and (f) answer incomplete sentences to identify hopes, fears, feelings (1980). When we achieve congruency of values and have considered the influences that determined and shaped them, we are better able to have an effect on the value structures of others.

Arcus (1985, p. 183) offers three ways to view value change or value transformation. To summarize these briefly: we can be concerned with (a) how values are changing (describe change), (b) how values should be changed (monitor change), and (c) how values can be changed (shape or bring about change). Arcus notes that although we still need to engage in the description and monitoring of change (change management) we also need to move to shape social change (transform social institutions so that they place more value on the family as an institution). "Value transformation must be more than a slogan or rhetoric. It must become part of the central focus of home economics scholarship and service" (Arcus, 1985, p.183).

For a long time, a label used to describe home economists was "change agent." It now seems to me that this term as used narrowly connotes managing issues rather than changing the values shaping society for the betterment of all (McGregor, 1995). Consequently, there seems to be a move

towards perceiving that home economists should affect change and shape social institutions by acting as transforming agents. By encouraging a change in values, we can work towards the reordering, restructuring, and reorganization of families and societal institutions (schools, religion, government, legal and justice system, labour market, marketplace, community) so that families are emancipated and empowered to be independent, interdependent, and self-forming (Vaines, 1988). This role can only be effective if we recognize, address, and influence the values inherent in the decisions taken by the dominant institutions.

The transformation and accommodation of values is an inherent part of home economics practice (Roberts, 1985; Vaines, 1992). Arcus states that "If home economics is to be concerned with and involved in value transformation, the first challenge is to become conceptually discriminating in the use of values and value concepts" (1985, p.183). Despite the obstacles, assuming the role of a transforming actor to effect social change leads to empowerment of families as an institution. If the underlying values driving decisions in the political and economic environments (whether they be the values shaping government policy, business activities, or consumer and family behaviour) are not conducive to ensuring and enhancing family well-being, our responsibility is to challenge and, if deemed necessary, change the prevailing value systems (Kieren, 1994). By adopting professional activities that appreciate the value structures of other institutions and then transforming those values through reasoned argument so they embrace a familial perspective, we can better ensure that decisions are based on a different value system, preferably values implied in the home economics mission statement.

Strategies to Use in Striving to Affect Values that Shape Decisions

Bubolz and Sontag (1988), Hancock

(1985), Karal (1985), Sale (1985), and Williams (1985) collectively provide a very useful taxonomy of approaches, roles, and strategies that home economists could assume when striving to bring about change in the values that shape major decisions in our present society. (See Figure 1.)

Value Deliberations and Justifications

The topic of value reasoning may be somewhat confusing in all its different interpretations. Nonetheless, home economics/human ecology programs are charged with instilling professionals with critical thinking skills which involve value reasoning, i.e., arriving at reasoned judgments through the examination of underlying values (Kieren, Vaines & Badir, 1984). Through this process, home economics practitioners can rationally decide "what to do" to solve a practical, perennial problem by using not only facts but also values. To critically reason through a problem and make a defensible value judgment requires the skill to carry through these six steps: (a) identify and clarify the value question and claim (what should be?); (b) assemble supporting and refuting statements; (c) assess the truth of the statements; (d) clarify the relevance of facts to various points of view (e.g., an economic point of view, social, aesthetic, environmental, health and safety, intellectual, and moral points of view); (e) arrive at a tentative value judgment (something should/should not occur); and (f) test the value principle in the decision, to decide if the judgment is acceptable. This last step entails asking four questions: Would you change places? What would happen if everyone did that? Would the same decision hold in another case? Does your value judgment follow from a higher principle (it should)? (Mayer, n.d.).

If embracing the tenets of the new direction for professional practice is to ensure a better chance to deal with the maladies affecting society, then it must

Figure 1: A Repertoire of Approaches, Roles, and Strategies for Home Economists when Addressing Value Change

value reasoning	sharing strategies	empathy
problem solving	soliciting support for one's position	empowerment
managing issues	participating with those affected	commitment
creative thinking	mediating	collaborating, forming partnerships, and coalitions
critical thinking	arbitration	changing paradigms while managing the collapse of the old system
enabling	nurturing	reforming, working from inside the system
networking	providing information	constructing new systems
liberating	processing information	changing one's own life to be more consistent with the emerging society
facilitating	communicating	
consulting	socializing	

involve performing responsible moral value deliberations and value justifications. Deliberating the morality of an action and examining the values underlying behaviour will help guard against the likelihood that a lack of moral responsibility and adherence to individualistic and instrumentalistic values will continue to be the prevailing ideology shaping societal behaviour (Taylor, 1992). The practitioner adopting such a moral, value-driven perspective will see all people as having equal moral worth, appreciate ameliorating life conditions for all people, and make decisions based on "good reasons" rather than on force, self-interest, fear of punishment, and so forth. This means dealing with both individual change and social change, balancing personal interests with general universal interests, and balancing the betterment of our own daily lives with bettering the lives of others (Smith, 1993).

If we are to engage in reasoned, moral value judgments as we serve families and if we are to contribute to a healthier society, we must take the measure of our personal and professional competencies in this complex but compelling activity. Practitioners are challenged to strive to adopt actions which best reflect the critical, reflective approach to practice currently advocated for home economics practitioners.

It is now up to each home economist to carry on the dialogue. We have a professional and moral responsibility to become better acquainted and comfortable with the concept of values and morals and to appreciate their importance for aspects of familial and societal well-being. As Taylor (1992) and Covey (1992) point out, articulating moral points and underlying values makes people more aware of the forces by which they are living their lives. By increasing their awareness, people become empowered to live up to the responsibilities of their life choices. This is a powerful reason for home economists to embrace values in our teaching, research, and service to families and society. ☺

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What is a Family?

In June 1994, Cindy Cloutier was presented with a certificate and cheque in recognition of her first place standing in the International Year of the Family essay contest sponsored by the Quebec Home Economics Association. Jean McHarg, chairperson of the contest, made the presentation at Massey Vanier's academic awards evening.

At that time, Cindy Cloutier was a Secondary 4 student at Massey Vanier High School, Quebec. Mary Dimitratos was in Secondary 5 at Western Laval Regional High School, Chomedey, Quebec, and Melanie Gorgan, in Secondary 4, Centennial Regional High School, Greenfield Park, Quebec. Mary and Melanie received Honourable Mention awards.

The Journal is pleased to reprint their essays to help keep alive the spirit of the International Year of the Family.

What is a family?

by Cindy Cloutier

Often a family is described like a fairy tale. You open a storybook and a group of people, young and old, with smiling faces pop up. For too many years families have been put on pedestals. Too many reference books define families as loving groups of people who are supportive of the members of its clan. However, is it really fair to define a family for everyone?

Living as a family is not really as easy as books make it out to be. In my opinion, a family is a group of imperfect people who do their best to make life as easy to cope with as possible.

It takes much patience. The members try to support each other, no matter how difficult it may be. Each individual in the family has to trust the others. A family member may talk about her feelings if her emotions become too overwhelming for her to hold inside, but this doesn't mean that talking will be easy. Furthermore, there is much pressure on authority figures, such as parents, who try to do their best to treat their children with the love and respect that they deserve (and everyone deserves love and respect). In a true family this comes quite naturally, even if it is an occasional struggle.

Each family has its strengths and weaknesses. It is normal that parents feel disappointed if their child is expelled from school, is pregnant, or if they learn about any other unexpected or shocking event. However, a parent should be skilled enough to know that nothing can change the present facts. Though the news may hurt them, they should try to help their child through this time that may very well be as difficult for the child (or even more difficult) to deal with as it is for them.

No family is a perfect family, yet I believe a family should not be praised if it doesn't deserve it. It takes time, understanding, and love from each individual to make a family one of health and happiness.

Reprinted with permission from the Brome County News, June 15, 1994.

Family - A Word From the Heart

by Mary Dimitratos

A family is like a precious piece of jewellery. It's almost perfect when it's new, but as the years pass, rare jewels will fall out, dents give it personality, and, when misplaced, it can be lost forever. Our families are sacred to us because they are the factors that developed our personalities. They influence our every move, our wants, and our personal needs.

There have been many problems in my family, but they were dents, never a crack. To be a real family each member must provide love and show forgiveness. Most of all they have to have faith in each other. My family life has changed a lot through the years; my sister and uncle have left home and gotten married; my mother decided to go back to work after twenty years. But, changes are inevitable.

Sometimes, in a family, people have trouble understanding each other or act unfairly for reasons they consider to be justifiable. My parents, for example, are extremely over-protective. They only let me go out with my friends about twice a year, to see a movie. They get angry and frustrated if I ask them to do anything else. I usually end up crying and screaming during our arguments and I would seriously love to get revenge by just leaving and doing whatever I want for a few hours. They don't understand how depressed I feel and how awful it makes me feel about myself. But I never rebel because I love my parents too much to torment them and I could never have fun knowing they would be miserable.

Even though we have a lot of arguments, I know that if I ever need anything, including money, that they will be there for me. They have sacrificed a lot for me and my sisters. My mother stayed home to raise us and she spoiled us with attention and love. She could have been working and making a life for herself. My father works long hours to save money for his children's schooling, always prodding us to go on to university, to get a better education and make something of ourselves. Both my parents only finished elementary school because their families were too poor to

pay for high school education in Greece. They want us to have every opportunity they didn't.

My family may not be perfect, but I wouldn't change it for the world. We still have compromises to make and problems to work out, but this is what gives my family special charm and character. Fortunately, there have not been any deaths in my family. All the jewels are set in place. As for being shattered, it almost was, but the gold was as hard as steel and the jewels firmly placed.

A Long Distance Marathon

by *Melanie Gorgan*

I am anxious for Friday morning's arrival when I will hop into the train – destination Toronto. "I have gone a month without visiting my Dad, what's a few more days?" I think to myself. Who knew that I would be so affected by our time spent apart? "Remember Dad, we were always together, you and I." Separation is all too hard. But with every teardrop lies a glimmer of sunlight – my Mum told me so. Despite our disagreements, my mother is always around to tidy up the closet that exists in my heart. "What is so special about this family of mine?" I ask myself. I cannot place my finger on that certain something unique; that spirit

that lifts me into the air with the snapping toss of freshly cleaned sheets.

Of course, at times I plummet deeply within myself, curl up on my bed, and play dead. The emptiness inside me, of years spent laughing, talking, loving, and living with my Dad, my very own Father, fills my eyes and, momentarily, I lose my sense of direction and determination. I shut out the world along with the woman who means so much to me – my Mom. Thankfully, she sticks around to console me after the fog has lifted. We call it love!

Nothing is easy to explain in this world of mastered tricks, hidden emotions, and found treasures. Painting the picture of a perfect family is simply another way of masking reality. I am proud of my family; my wonderful, heartfelt, glorious, exquisite, tender, and loving family. I now realize that being together at heart is a millennium's time more important than walking the walk and simply talking the talk.

Look at me, Mom, down here, I'm running a long distance marathon. I have water strapped to my chest and the pavement beneath me. Look at me, Dad, I'm running free. I'm spreading my wings. I know that you are both there for me, although apart, to catch me if I stumble. Look at me..... do you both see.... it may be hard but I'm running it with everything I've got.

Demande d'articles

Revue canadienne d'économie familiale

1996 Vol 46 et 1997 Vol. 47

Thème général: Après Beijing - Égalité, développement et paix.

On vous invite à soumettre des articles sur un des sujets suivants; ces sujets se basent sur les grands thèmes de la 4^e conférence mondiale de l'ONU sur les femmes:

Le travail et l'économie • La paix, la violence et l'environnement • La santé et la sexualité
La fillette, son éducation, sa santé, la discrimination en éducation et les médias • La pauvreté, la sécurité alimentaire, le logement et les sans-abri • L'économie familiale/l'écologie humaine et les décisions politiques • Les droits de la personne à l'échelle mondiale

Les articles soumis peuvent s'adresser à une des différentes sections de la *Revue*:

articles d'intérêt général, de recherche ou comptes rendus, lettres, critiques de livres, de films ou de vidéos, résumés de publications ou à une de nos rubriques régulières — Au travail, Les professionnelles de l'économie familiale se prononcent, Que répondre, Les économistes familiales et les politiques gouvernementales. On acceptera également d'autres genres d'articles tels qu'une description d'un projet communautaire ou d'une initiative locale ou un texte de réflexion sur la pratique professionnelle, l'histoire, la culture. Les articles d'intérêt général pourraient être soumis à une évaluation par les pairs.

Puisqu'il y a un lien entre ces sujets et qu'il est difficile de planifier le contenu de la *Revue* en tenant compte des textes de collaborateurs bénévoles, les soumissions seront acceptées en tout temps. On gardera les dates limites habituelles.

Dates limites d'envoi des textes:

Le 1^{er} mars, pour le numéro de l'été
Le 15 juin, pour le numéro de l'automne
Le 15 septembre, pour le numéro de l'hiver
Le 15 décembre, pour le numéro du printemps

Community-Based Nutrition Programs for Aboriginal People

Vanya McGaffey and Eloise Comeau Murray

There have been many changes in traditional eating practices since North American influence has permeated Aboriginal society. Foods which are high in fat, low in fibre, and easily obtained with little exercise are abundant in Canada including many remote communities (Houlden, 1994). Aboriginal people in Canada have experienced a drastic decline in their health status in the past century. Alcoholism, atherosclerosis, diabetes, dental problems, obesity, and poor mental health have all become prevalent problems in their communities across Canada (Berkes & Farkas, 1978; Kuhnlein & Moody, 1989). For example, Health and Welfare Canada (1992) reports that while non-insulin-dependent diabetes is usually regarded as a disease of older persons, in Aboriginal communities the rates are double what might be expected, 2.4% of the total population, and the disease is affecting young persons. In some communities the rate of diabetes is as high as 28% among those over 35 years of age. Life expectancy is usually regarded as the best proxy for overall health and well-being of a population. Among Canada's Aboriginal peoples, life expectancy is 8 to 10 years less than in the total Canadian population (Health & Welfare Canada, 1992). Many of these

health factors can be associated in one way or another with some aspect of diet. Berkes and Farkas (1978) stated that changes in nutritional habits have become the most important determining factors in the Aboriginal state of health. It is for this reason that appropriately designed community-based nutrition programs could be beneficial. This article outlines some of the strategies that have been used successfully in Aboriginal communities. Many of the approaches reviewed could also be used effectively in in-school programs.

Background

Aboriginal groups in Canada are often disadvantaged with respect to income, education, housing, and food access and thus health status (Kuhnlein & Moody, 1989). This general lack of material wealth and physical health have been factors contributing to a state of poor cultural morale. Malnutrition can be the result of powerlessness and loss of control over one's situation (Kent, 1988). This proposition can be extrapolated to the Aboriginal situation in Canada. As Aboriginal communities observed fewer

traditional practices and adopted the dominant westernized lifestyle and eating patterns, a loss of health resulted. However, it is possible to regain control of health.

Many communities are actively seeking to develop contemporary approaches that are based on tradition and are culturally unique. Evidence of this empowerment process can be seen in the current efforts in Canadian Aboriginal communities to address the "silent epidemic" of diabetes. The fall 1994 issue of *Diabetes Dialogue* outlines some approaches developed to address the explosion of diabetes in Aboriginal people. While a return to traditional lifestyles has been suggested to reduce the incidence of diabetes in the affected communities (Barnie, 1994), this lifestyle change is not an option for many. However, these initiatives to address diabetes may be an indication of a return to the traditional value of respect for oneself by caring for one's health. Research currently underway in northern Alberta and Saskatchewan shows that health is second only to family security as a value of Cree people (Murray et al., 1995). Health was highly ranked regardless of age or gender of the respondents. Values act as an appreciative system, as indicators of what a group would prefer, not necessarily what is possessed. At least in the communities participat-

Abstract

The focus of this article is the need for community-based nutrition programs to address the health issues extant in many Aboriginal communities in Canada. Using literature from several disciplines, approaches are suggested to develop nutrition intervention programs and educational strategies. Developing awareness of community values and local knowledge systems are emphasized. Community participation is seen as central to program effectiveness.

Résumé

Cet article souligne principalement l'importance pour les programmes communautaires de nutrition de tenir compte des questions de santé reliées à de nombreuses communautés autochtones du Canada. À l'aide de documents publiés dans diverses disciplines, les auteures suggèrent des moyens pour élaborer des programmes d'intervention en matière de nutrition et des stratégies éducatives. Elles mettent l'accent sur le besoin de promouvoir davantage les valeurs communautaires et les systèmes de connaissances locales. La participation communautaire est considérée comme essentielle à l'efficacité des programmes.

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Editor's Note

This paper has been peer reviewed.

ing in this study, the basis for change directed toward health appears to exist.

An awareness of local culture, values, and traditions related to health and nutrition is necessary for those designing an Aboriginal community-based nutrition program. While there is a great tendency to assume that all Aboriginal groups hold the same values and have very similar practices, there is, in reality, great variation among groups. This means that one of the first considerations is learning in as much detail as possible the present and traditional practices of a particular community. Bierhorst (1994) stresses a need to recognize both the unity and the diversity in Aboriginal approaches. One of the areas of unity appears to be the central value of wholeness in many Aboriginal communities. This is symbolized by a circle: an indication of completeness, unity, and strength. The centre of the circle represents a whole person, one who has achieved balance in his or her life (Kinoshameg, 1994). Other important values include balance among the physical, emotional, intellectual, and spiritual aspects of life; self-reliance and development of personal strengths and skills; sharing and providing for others within the community; creating a positive learning environment and avoiding criticism; the spiritual significance of food, particularly game; and the joy of food for celebration and social interaction (Lawn & Steckle, 1985).

Much of the traditional Aboriginal culture showed respect for the Earth, nature, and all creatures (Pavel, Miller & Pavel, 1993). Food was seen as medicine providing energy, vitality, healing, and strength. As recently as twenty-five years ago, many groups lived entirely off the land by hunting and gathering (Loeks, 1983). Little was wasted and people respected the land and valued the gifts it provided. While this traditional life was more challenging, according to the elders people were healthier (Houlden, 1994). Health was defined as a healthy body, mind, and spirit (Lawn, 1985). Presently, many Aboriginal groups are not depending as much on the land for food for day-to-day survival. Traditional hunting patterns do persist, particularly in some northern communities and, as shown by the research of Tobias & Kay (1994), a diversity of foods are shared among members of these communities.

The balance between the environment and many Aboriginal people has

been disturbed by a number of interacting factors. As a result, their way of living and health have changed. It should be borne in mind when developing a nutrition program that Aboriginal communities may not only have a high occurrence of the health problems noted above, but also that there is an increasing incidence of these problems in the younger people (Health & Welfare Canada, 1992). Other confounding factors may be that a high proportion of the population smokes, are relatively physically inactive, and may have low literacy skills. Smoking rates vary by gender and by cultural group; however, in many communities the practice begins very early. Health and Welfare Canada reports 51.4% of fifth grade students in the James Bay region reported themselves to be smokers who smoked daily. By age 17, 100% of females and 84.2% of males were smokers (1992).

Some Aboriginal persons are becoming actively involved in rediscovering the healthy balanced lifestyles that were once enjoyed and in this way are developing new awareness of the vital link between active lifestyles, diet, and health (Lawn, 1985). These persons, regardless of age or gender, can be role models and teachers of others. However, there is still a great need for nutrition education of Aboriginal people (Shanklin, Usher & Wildfire, 1992). Nutrition educators have a responsibility to provide support and culturally appropriate resources so Aboriginal persons can take control of their health and economic development. Nutrition extension programs have been developed and used in some communities in Canada using a variety of approaches. Some of these strategies are identified below.

Designing Nutrition Programs

Ideally the development of a community-based nutrition program begins with the community recognizing its health needs and seeking the expertise to guide them in selecting intervention strategies. Often this is not the case. A government agency may send nutritionists to communities where there are needs identified by outsiders. Jackson and Mead (1990) stated that in such cases a major role of nutritionists is to act as liaisons between Aboriginal communities and government agencies. They are facilitators of the process of program development and implementation. In Nuxalk, British Columbia, for example, the health profes-

sionals from Health and Welfare Canada acted primarily as administrative support (Kuhnlein & Moody, 1989).

The indigenous, local knowledge system should be the heart of the program. This is in contrast to giving purely scientific information that can lead to dominance by outsiders and distance from the local situation in program content and approach (Chambers, 1994). While learning indigenous knowledge does not change the nature of or need for scientific knowledge to address nutrition problems, it provides a framework for program delivery and for community empowerment to address these problems (O'Brien & Flora, 1992). A community participation approach will more likely ensure program success. The participatory approaches for learning about local knowledge are diverse (for example, see Chambers, 1992). In the British Columbia community noted above and in Sandy Lake, Ontario, community participation approaches were used with a high success rate. Allowing the local people to participate in the entire development, implementation, and evaluation process gives them ownership and can lead to further creative, local solution development.

The community-based approach can include the research necessary to understand fully the scope and diversity of nutrition problems faced by the community and the context in which they developed. This information becomes the basis for the program development for a specific community. This was the method used in Sandy Lake (Barnie, 1994). Culturally appropriate interviewing tools were developed by trained community members and a member of the project team who lived in that community for a year. Community members conducted the study on diabetes incidence. This approach to research helps avoid a mechanistic application of knowledge from outside the community and the view that any data collected will be merely extracted from that area for other than local purposes.

Community Health Representatives (CHR) have been active in many Aboriginal communities as liaisons and program planners. CHRs employed by Medical Services Branch of Health and Welfare Canada as Aboriginal health education paraprofessionals work within their own community (Marchessault, 1983). They have the advantage of holding the trust of the

community as well as understanding and living the customs and traditions of the people. As a result, the initiatives of the CHRs are more likely to be accepted and adopted than those of an outsider. They are key people with whom any nutrition professional must develop an association. Where they are operating, the CHRs can be the change agents for the diffusion of nutrition knowledge and practices to the rest of the community.

Whether or not there is a CHR in a particular community, it is important for the nutrition professional to learn the important aspects of the local knowledge system, to learn about the family structures and how the community works. Programs for change in the health of a community are more effective when the goals are long-term rather than a quick fix. Change can be stressful and threatening, even when others may see the change as of little consequence, as in changing eating and exercise patterns. However, the process can become self-perpetuating as people become more informed, involved, supportive, and original in their solutions. Cultural, spiritual, economic, political, and social considerations are important. The program may need to be one that occurs in stages as rapport and commitment are developed. Effective programs involve the entire community—the schools, stores, hospital or clinic, political figures such as chief and/or band council, and any significant local employers. Each of these players will have a unique involvement.

When considering the whole community, it is important to be aware of both age and gender. There may be special considerations and individual activities to address the needs and interests of women and men, young and old. Some may be interested in traditional food preparation skills and budgeting as many Aboriginal families have a low income and must monitor resources carefully (Northern Nutrition Association, 1992). This in turn may mean that an older person who knows traditional food preservation and preparation will need to be involved in the work. Others may be interested in hunting as a way of providing food to the community. Tobias and Kay (1994) examined how bush meat is shared among households in one community in Saskatchewan. Increasing hunting may benefit the whole community, as well as provide physical activity for those involved. Young people can be

targeted in the schools through health, nutrition, and traditional culture experiences. Teens may be interested in social events such as barbecues at which traditional foods are served (Kuhnlein & Moody, 1989).

Elders in Aboriginal communities are a valuable and often untapped resource of traditional knowledge (Lawn & Steckle, 1985). In one British Columbia community, the elders served as instructors for traditional food preparation (Kuhnlein & Moody, 1989). Their respect in the community made their teachings accepted. Elders can be a bridge between generations when teaching youth skills and attitudes about the environment. Jackson and Mead (1990) suggest that elders can teach nutritionists how to deliver nutrition messages in culturally sensitive ways. This will mean that the nutritionists must learn the appropriate manner of requesting support from the elders as these will vary from location to location. Barnie (1994) illustrates the valuable role of elders' knowledge in the development of a community-specific program in the Sandy Lake diabetes study. If willing and if approached in a respectful manner, elders can be involved as advisors, teachers, storytellers, and sources of indigenous knowledge related to traditional eating and lifestyles.

Educational materials are an important part of a community-based nutrition program. Their selection and design must be carefully considered to address issues of culture. Not only should local knowledge be used in their development, but local talent can also be employed. Any educational materials are more likely to be effective if the language and artwork of the community are used. A poster contest among Manitoba Aboriginal students with the theme "Grab a Bite That's Right" was one way of developing many culture-specific posters. These were displayed to stimulate local interest in nutrition, as well as in the young people who made the posters (Marchessault, 1982). However, in those communities where the literacy levels are low, there needs to be careful attention to the nature and amount of narrative information. Colour coding items by food groups on the shelves of community food stores was one example of an educational resource with very little print information used in the Bay's Nutrition Upgrading Program to increase nutritional awareness in northern Arctic communities (Schurman,

1982).

Media sources such as television and radio can be used as alternative and very effective educational tools. The Inuit Broadcasting Corporation and CBC North have both broadcast nutrition-related programs which have included instruction on cooking local, traditional foods (Lawn & Steckle, 1985). Television can be a very effective communication medium. The Sioux Lookout Diabetes Program (Appavoo, Waboose, & Harris, 1994) serves remote communities in northern Ontario. It uses both television and radio programming as well as other methods to deliver diabetes education within the communities rather than requiring people to travel to the alien environment of a hospital to receive specific instruction.

The development of a community food guide, based on Canada's Food Guide, using local foods can be a significant education strategy, both in the process of its development and as a final product with multiple uses. The foods should be those available in the local commercial outlets and from the land. Extensive research and development efforts have been put into developing such guides. The Ojibwa Cree Food Guide was developed by local women who researched the use of traditional foods by gathering stories from the elders and translating the local foods into four groups comparable to Canada's Food Guide (Lawn & Steckle, 1985). Coastal and interior British Columbia food guides have also been developed. Such guides can then be used extensively in related community nutrition efforts.

Storytelling is a powerful way of communicating in Aboriginal culture (Barnie, 1994). One example of a story that communicates a valuable health message is "Nanabush and the Stranger," an Ojibwa legend which depicts diabetes as a silent stranger who visits people (McLeod, 1994). Through this story, people learn that the stranger they invited into their house, diabetes, can be controlled (Lawn & Steckle, 1985). This approach to teaching, which is so much a part of many Aboriginal groups' experience, can be adapted to educational purposes to teach nutrition concepts.

Summary

The goal of achieving good nutritional status has been defined as health of the body, the mind, and the spirit (Loeks, 1983). This can only be accomplished

when the intervention strategy designed fits the people and the community where it takes place. The general principles about attending to cultural dimensions in program development presented in this article would pertain to any distinct group, although our examples have focussed on Aboriginal people. The first goal is to have people modify their eating and health practices. Ultimately the intent of such programs is that learning and empowerment will occur beyond any planned intervention. Participatory approaches as the basis of program development, delivery, and evaluation are more likely to ensure that this transfer of knowledge and skills will occur.

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Association canadienne d'Économie familiale

L'Économie familiale touche tous les aspects de la vie quotidienne, dont les relations humaines et l'épanouissement de la personne, la gestion des ressources, l'économie de la consommation, les aliments et la nutrition, l'habillement et les textiles, l'habitat et l'esthétique. L'Économie familiale regroupe un ensemble de connaissances issues de ses propres travaux de recherche, des sciences, et des arts en vue d'aider la population dans la vie de tous les jours.

Code de déontologie

En qualité d'économiste familiale et de membre de l'Association canadienne d'économie familiale, je m'engage à pratiquer l'économie familiale aux mieux de mes compétences et à:

1. Appuyer la mission de l'Économie familiale, qui consiste à améliorer la qualité de la vie quotidienne des personnes et des familles.
2. Soutenir l'Association et poursuivre les buts qu'elle s'est fixés.
3. Assumer mes responsabilités professionnelles avec intégrité.
4. M'efforcer de fournir les meilleurs services possibles, et seulement les services pour lesquels je suis qualifiée.
5. Informer le public et mon employeur des effets possibles des services, des produits et des politiques pouvant influencer sur le bien-être des personnes et des familles.
6. M'efforcer de porter des jugements et de recommander des solutions de façon rationnelle, juste et impartiale quand il est question de confidentialité et de conflits d'intérêt.
7. M'efforcer de protéger le public si des collègues et des professionnels de ma spécialisation font preuve d'incompétence ou manquent à la déontologie.
8. M'efforcer de traiter la clientèle et mes collègues dans un esprit d'équité et de coopération.
9. Garder des normes élevées de pratique professionnelle grâce à la formation permanente, à une réflexion objective touchant l'expérience professionnelle, et au dialogue dans mon milieu professionnel.
10. Réfléchir objectivement sur les conditions optimales nécessaires à la santé et au bien-être des personnes.
11. Me conduire de façon à ne jamais jeter le discrédit sur des membres de la profession ou sur la profession même.

Human Ecology Students: What's Their Learning Style?

Felicia R. Eghan and Tony Eghan

One of the major tasks of teachers is to help students to learn. Though this task sounds very simplistic, the extent of teachers' success in their endeavour is tied up with many complex factors. Prominent among these factors is the learning style preference of the students. Learning style preference is defined as "those behaviours pertinent to the way an individual learns based on his or her preferences for collecting information or making decisions and judgments" (Hanson & Silver, 1980).

Each individual operates in a variety of ways in different situations. Yet each student has preferences for some behaviours over others. Students' learning style has a broad influence on many aspects of their personality and behaviour, such as problem-solving, decision-making, interests, and even social behaviour concepts (Cross, 1976). Development of a dominant learning style is based on past experience, heredity, environmental demands, and social pressure (Hanson & Silver, 1986; Myers & McCaulley, 1985).

Studies in learning style indicate that people tend to be consistent across a variety of tasks, and remain strikingly stable in their dominant learning style over many years. Each student comes to school with unique skills, needs, attitudes, talents, and preferred ways of learning. Even though not all students have the same interest, abilities, or motivation, teachers are expected to teach each student to be an effective learner (Hanson & Silver, 1986; Hanson & Silver, 1980). Silver and Hanson (1980) observed that the traditional way of understanding or describing a student's performance through test scores and grades only, without knowing how the student learns, gives only partial information about the learner. They also argued that learners described in terms of what they know only, without information on who they are and how they function best as individuals, will result in characterizations that lead to stereotyping. Learners are described as smart, dull, or slow. The same authors emphasized that generalizations like these neither help teachers to understand students nor to communicate effectively with students. Kolodny (1991) cautioned that since individuals think and learn differently, ignoring differences in learning styles can keep students from

Résumé

Les auteurs de cette étude ont examiné les styles d'apprentissage privilégiés par les étudiants en écologie humaine et déterminé les liens entre ces styles d'apprentissage et le choix de ces mêmes étudiants quant à leur principal champ d'études (majeure) au sein du programme. Ils ont puisé des données dans l'oeuvre de Hanson et Silver, Learning Style Preference Inventory (1980). Leurs conclusions indiquent que, même si les étudiants inscrits en écologie humaine révèlent divers styles d'apprentissage, ils semblent, selon les catégories de Hanson et Silver, appartenir principalement aux styles «observateur sensible» et «introverti». Des liens importants ($p < 0,05$) ont été découverts entre le style d'apprentissage des étudiants et le choix de leur majeure. Les auteurs ont décelé plus de penseurs observateurs en nutrition, plus d'intuitifs sensibles en sciences et art du vêtement et plus de penseurs intuitifs inscrits au baccalauréat en éducation et dans les programmes d'études supérieures. Les conclusions de cette étude soulignent l'importance pour les éducateurs en écologie humaine de bien connaître les styles d'apprentissage privilégiés par leurs étudiants. Et une conclusion encore plus importante s'impose : les éducateurs en écologie humaine devraient être prêts à ajuster leurs programmes d'études et leur enseignement pour respecter la diversité des styles d'apprentissage de la clientèle étudiante.

Abstract

This study examined the learning style preferences of university Human Ecology students. It also determined the relationship of the students' learning styles to their choice of majors within the program. Hanson and Silver's Learning Style Preference Inventory (1980) was used for data collection. The results indicated that although human ecology students exhibited diversity of learning styles they were, according to Hanson and Silver's categories, predominantly sensing feelers and introverts. A significant ($P < .05$) relationship was found between the learning style of students and their choice of majors. More sensing thinkers were found in Nutrition, more intuitive feelers were in Apparel Studies, and more intuitive thinkers in the Bachelor of Education and Graduate programs. Results of the study emphasize the need for human ecology educators to be knowledgeable about learning style preferences of students. More important, human ecology educators should be willing to adjust curriculum and teaching to accommodate the diversity of students' learning styles.

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their productive majors or careers where they can contribute their best.

Even though educators acknowledge that people learn in a variety of ways, they have seldom considered preferences for different modes of learning in the classroom (Garity, 1985). Some studies have emphasized the importance of learning style of students for effective counselling, teaching, and student achievement. For example, Armstrong (1981), Lockhard and Schmeck (1983), Meredith (1981), and Murray (1984) found that students tend to give positive evaluation to teachers who teach according to their learning style. Other studies have found learning style to be positively correlated with instructional style (Robinson & Gray, 1989; McCaulley, 1975), type of career, and study program selected by students (Holland, 1979; Moody, 1989), and achievement (Copeland, 1983; Hanson & Silver, 1984). In light of these findings, there have been suggestions that learning environment and teaching strategies must be altered to accommodate diversity of learning style.

If effective teaching is to be based on learning style preference of students, then the challenge is for teachers to collect and interpret data on students in order to gain insight into how they learn. Meeting this challenge will enable teachers to plan consciously for the balanced development of each student, and provide information for improving efficiency of teaching and career advising.

Using learning style for the identification and measurement of students' learning at all levels of education has become popular in recent years. However, much of the research using learning style inventories is still exploratory in nature. At present, a number of different models with varying complexity (Canfield, 1988; Eison, Pollio & Milton, 1982; Gregorc, 1982; Hanson, 1989; Hunt, 1971; Kolb, 1985; Myers & McCaulley, 1985; Hanson & Silver, 1980) offer different characterizations of learning style.

Recent research findings from studies using learning style inventories provide a better understanding of, and insight into, personality type and learning style preference. Campbell and Kain (1990) studied the relationship between personality type and preference for accuracy and efficiency. They found no significant relationship between personality type and learning style for the seven forms of informa-

tion presentation in problem-solving used in the study. However, their study confirmed that certain personality types were more accurate and efficient in problem-solving and decision-making than others. Thus, the matching of learning environment and activity with learning style could enhance learning. Similarly, helping students to validate their dominant style may improve their self-esteem and encourage them to modify their ways of learning. When teachers diversify their teaching and students modify the way they learn, learning is optimized (Hanson & Silver, 1980).

In general, there has been sustained interest in learning style research over the past two decades. However, educational research which relates psychological type to learning and teaching style in human ecology is very limited. The only published study in this area, by Stroops (1971), determined the learning style of 30 women health and physical education majors and 30 women home economics education majors from three colleges in Louisiana. The majority of home economics education majors in this study were typed as extroverts and sensing thinkers.

The purpose of the present study was twofold: first, to identify the learning style preferences of Human Ecology students; and second, to determine whether differences, if any, occurring in the learning style preferences of these students were related to their choice of majors within the profession or program. Specifically, this study sought answers to the following questions: What are the learning style preferences of human ecology students? What differences exist among the learning style preferences of human ecology students? Is there a relationship between the learning style preferences of human ecology students and their selected majors? It was hypothesized that there would be a significant relationship between the learning style preference of human ecology students and their choice of majors within the profession.

The Hanson and Silver TLC Learning Preference Inventory (LPI) was used to determine the learning style preference of the human ecology students. This particular inventory is relatively simple to administer and interpret. It also provides the preferred learning style and a complete learning profile. The aim of a learning style inventory is not merely to enable teachers to

categorize students. Rather, it is to provide important and useful information for making decisions such as how an individual student functions, how to select teaching strategies and assignments, and create learning environments that will work for different learning styles. According to Hanson and Silver (1980), no one learning style adequately represents the complexity of one's learning behaviour. We all operate in a variety of ways in different situations. In reality, we often use a combination of styles at any one time. Therefore, it is important to identify not just one's learning style preference but also one's learning style profile. An individual's learning style profile consists of a *dominant* style and a *least used* style. The *dominant* style is made up of the highest score which is the most preferred and most often used learning style and the second highest score (the auxiliary) which is the next more likely style to be used. The *least used* style is made up of the third highest score and the lowest score. (See Figure 1 for a learning style profile analyzed from the LPI inventory.)

The ideal profile is a well-developed preferred learning style, balanced and equally strong in the other areas. The main purpose of a learning style inventory is to foster the development of a holistic or an all-round individual, a common goal shared by educators in both education and human ecology.

The Hanson and Silver TLC Learning Preference Inventory has been used extensively for collecting data in the United States. It is one of the few instruments developed specifically for research on learning style based on Myers-Briggs Type Indicator (MBTI [1962]) and Jung's 1921 theory of psychological types. Thus, students' learning style preferences also indicate their personality type (Hanson & Silver, 1980).

Jungian theory emphasizes that learning behaviour is not random. Rather, it is influenced by the choice of functions for perception, judgement, and attitudes. This places students in certain identifiable *types* or *styles* (Hanson & Silver, 1986). Type theory emphasizes that differences between personality types are related to varying interests and experiences and not necessarily a superiority of ability of one type over another. All types are valuable and necessary, each with its own assets and liabilities. However, some types are more compatible with certain situations, different environments and

activities than others. The appropriateness of each type or style depends on the problem to be solved and the nature of the proposed solution.

Jung's theory suggests that all behaviours are based on two opposite yet interdependent sets of functions – Perceiving and Judgment. Perceiving has two functions, *sensing* (S) and *intuition* (N). Similarly, judgment has two functions, *feeling* (F) and *thinking* (T). Jung also identified an attitudinal dimension as either *extroversion* (E) or *introversion* (I). These functions place learners into four basic styles. These are *sensing thinkers* (ST), *sensing feelers* (SF), *intuitive thinkers* (NT) and *intuitive feelers* (NF). Each basic style is made up of a dominant function for perception and judgment with either introversion (I) or extroversion (E) as the preferred attitude for treating ideas.

The following are Silver and Hanson's (1980) descriptions of the four basic styles and the two preferred attitudes for treating ideas:

Sensing Feelers (SF) are sociable, friendly, interpersonally oriented, and very sensitive to people's feelings. The SF prefer learning about things that directly affect people's lives to learning the impersonal facts of theories. They prefer cooperation to competition. They enjoy learning through group activities, discussion, and games, and

in situations which allow them to express their feelings.

Sensing Thinkers (ST) are realistic, practical, efficient, and result-oriented. The ST tend to be neat, well-organized, and precise in their work. They prefer step-by-step directions to general instructions when assigned a task, and want to know what exactly is expected of them. They enjoy an organized, systematic, activity-oriented, instructor-directed atmosphere. Therefore, as learners, they are highly motivated by competition and have little tolerance for ambiguous situations. The ST need a clearly defined instructional approach with the focus on mastery of content and basic skills. They learn best from lecture, drill, memorization, programmed instruction, demonstration, field trips, and direct actual experience.

Intuitive Thinkers (NT) are theoretically, intellectually curious, and knowledge-oriented. Besides being curious about ideas, they have a tolerance for theory, a taste for complex problems, and a concern for long-range consequences. These learners take time to plan and to think through things before beginning work on assignments. The NT like to reason things out and to look for logical relationships, and constantly ask "why" questions. They enjoy the use of abstract symbols, formu-

las, and technical illustrations as a preferred way of collecting data. They are critical thinkers who enjoy solving problems and regard argument as a way of clarifying ideas. They enjoy lecture, discussion, and debate.

Intuitive Feelers (NF) are curious, insightful, imaginative, and creative. They are committed to their values, open to alternatives, and constantly searching for new and unusual ways to express themselves. They generate new solutions to problems and dare to discuss moral dilemmas. These learners prefer activities which stretch their imaginations over activities that give step-by-step directions. They operate by an "internal clock" or inner prompting and therefore often feel constrained or frustrated by external rules or schedules. They are open to irrational ideas and are not confined by convention. They prefer relying on their intuition to following step-by-step procedures. The NF learn best in a flexible and innovative atmosphere where there are a minimum number of restrictions placed on their creativity. Besides activities which allow for personal self-expression through artistic forms, they also enjoy creating things around their own interests. They learn best through divergent thinking, role playing, and simulation.

Most people function in all the four styles but exhibit a clear preference for one style. On the other hand, the two distinct attitudes or different ways of looking at the world, introversion and extroversion, are mutually exclusive. While they cannot be exercised simultaneously, both attitudes may appear according to circumstance. The preferred attitude, however, tends to predominate.

Introverts direct their energies inward toward issues of subjective interest. They are influenced by their own intentions rather than by external events. Privacy and time to go into depth are important for introverts, who are claimed to have a greater capacity for sustained attention than extroverts. Introverts are more involved with meanings of their own internal images and values and may appear less articulate than extroverts. As a result they neither tend to be joiners nor to be so easily led. Introverts like quiet for concentration. They think and contemplate extensively before taking action. They prefer to listen and tend not to be talkative. Introverts are generally reluctant to share feelings and information and like to work independently.

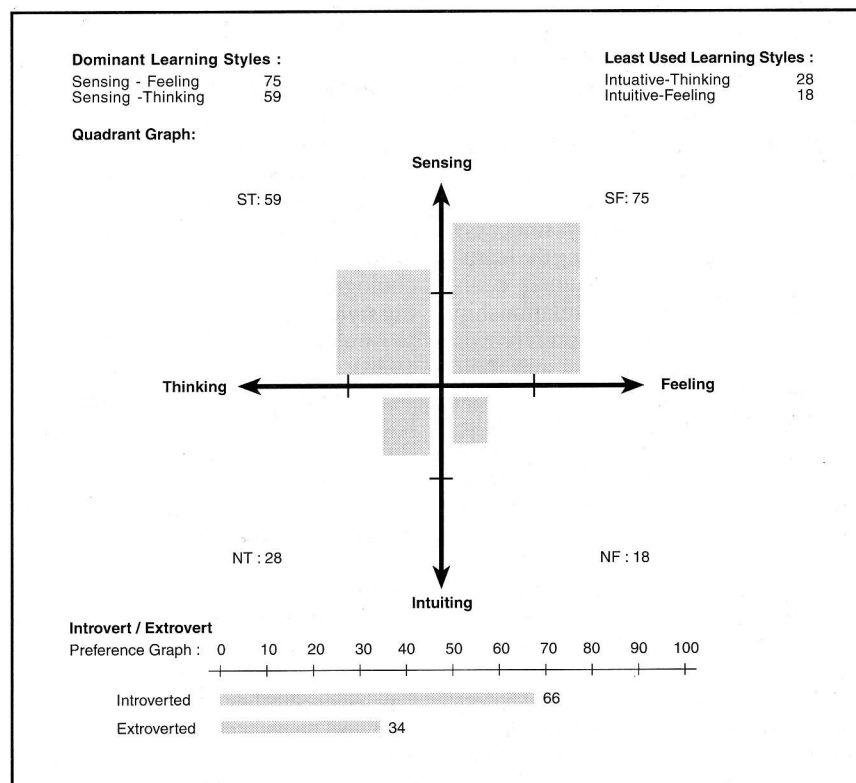


Figure 1: Sample Learning Style Profile of a Human Ecology Student

Therefore, they are hard to know.

Extroverts focus their energies on the external world of ideas and objects. They are primarily influenced by their surroundings. Extroverts like variety and action. They like to work with others and talk a great deal. They are open and eager to share feelings and information. Because extroverts operate in the open and are involved with the world outside themselves, they tend to be more easily understood. They are more outgoing and more at ease in groups. They also tend to be more verbal and socially aggressive. Extroverts dislike complicated procedures and tend to be impatient with long-term tasks. They react quickly to new situations.

Subjects

The subjects of this study were human ecology students (164 female and 3 male). The subjects comprised all of the students enrolled in the master's, undergraduate, and bachelor of education programs. Since only three of the subjects were male, there were no comparisons made between males and females regarding learning styles and the selected variables.

Method

Data Collection

The Hanson and Silver (1980) TLC Learning Preference Inventory (LPI) provided data for determining each student's learning style preference based on his or her scores on the four subscales of Sensing Feelers (SF), Sensing Thinkers (ST), Intuitive Feelers (NF), and Intuitive Thinkers (NT). The LPI is a self-descriptive 36-item instrument which allows students to describe what educational experiences they most prefer. Students ranked their choices for each question using a 4-point scale, with 1 indicating the most-liked choice and 4 indicating the least-liked choice.

A "choice of major and demographic" questionnaire was constructed for the purpose of describing the characteristics of the subjects. Responses to the questions provided information on age, major, number of years spent at university, and degree program.

Procedures

The LPI was administered in all Human Ecology classes during the winter term, 1992. Eight absentees were contacted by telephone and asked to col-

lect an LPI instrument, complete and return it. Five were returned. In all, 175 inventories were collected. Of these, 167 were usable. These were mailed to Hanson and Silver Inc. for computing the scores that determined the learning styles of the students. Five subjects did not complete the demographic questionnaire, so the total number of subjects for the analysis dropped to 162.

The preferred learning style of each student was determined, based on the highest score on any of the four subscales (SF, ST, NF, and NT) and the highest score on the attitudinal subscale (I and E). Chi-square analysis was used to determine whether or not the preferred learning style of students was related to their choice of major, degree program, age, or number of years spent in university. The Bachelor of Education and graduate students, small in number, were grouped together as "after degree" students. Individual student's scores for learning style and the data from the major and demographic form were analyzed using descriptive statistics. Students were grouped by major, degree program, age, and number of years spent in university. Analysis of variance (ANOVA) was used to determine whether differences existed among mean scores on the subscales SF, ST, NF, and NT for students grouped by major, degree program, age, and number of years spent in university. Tukey test was set at $P < .05$ to reveal where the significant differences lay. All analyses were carried out using SAS Release 6.06.01 on the Microvax Model 3100-80 computer in use at Mount Saint Vincent University.

Results

Demographic Variables and Choice of Major

Responses to "choice of majors" revealed that 53% of the students were in Nutrition, 16% in Family Studies, 11% in the Comprehensive Program, 6% in Education (Bachelor of Education and Graduate), 8% in Apparel Studies, and 3% each in Housing and Consumer Studies. Due to the small numbers of subjects representing Consumer Studies and Housing, the analysis of the results related to these majors should be interpreted cautiously. Categorized according to their choice of program, 51% were found to be in the Bachelor of Science Human Ecology program (BScHE/Nutrition), 39% in the Bachelor of Human Ecology program (BHE

/Family Studies/Comprehensive) and 10% in the Graduate and BEd programs.

Classification by age revealed that 59% ranged from 21-30 years of age, 23% were 20 years or younger, 11% were 31-40 years old, and 7% were 41 years or older. Responses regarding the number of years spent in university indicated that 90% of the students were undergraduates: 19% in their first year, 17% in their second, 27% in their third, and 27% in their fourth year, while 10% had spent more than four years in university.

Learning Style

The study revealed that human ecology students exhibited diverse learning styles but were predominantly Sensing (S), Feelers (F), and Introverts (I). Figure 2 shows the distribution of the four types. With regard to attitudes used with learning styles, 62% were described as introverts and 38% as extroverts.

Effect of Major

The students were grouped by choice of major, degree program, age, and number of years spent in the university. Chi-square results showed significant dependence (at $P < .05$) between majors and preferred learning styles of the human ecology students. A greater number of students in Family Studies and Nutrition were classified as sensing feelers (SF) than would be expected if the two factors were not dependent. Apparel Studies had a lower number, but a higher number of sensing thinkers and intuitive feelers. More sensing thinkers were represented in Nutrition, and fewer in Family Studies. A higher number of Education students were classified as intuitive thinkers. Fewer intuitive feelers were found in Nutrition. (See Figure 3.)

Other Variables

No significant relationship was found between choice of majors and introversion or extroversion. Also, no significant relationship was found between preferred learning style and the choice of either the BHE or the BHE degree program. Similarly, number of years spent in university was unrelated to preferred learning style. There was no significant relationship among Age and Introversion, Extroversion, NF score, and ST score. No significant relation was found between age and preferred learning style, although the P-value of

.07 in a Chi-square test indicated that such a relation might exist. The 31-40 age group had more NT, while the 20-and-under age group had more ST than would be expected if the two factors were independent on the NF, NT, SF, and ST scales.

Further analysis was done to assess the relationship of secondary learning styles (the second highest scores) with the other variables in the study. Students' scores on the NF, NT, SF, ST, I, and E scales were averaged and subjected to analysis of variance using major, age, degree program, and number of years spent in university as independent variables.

There was a significant difference among the average ST, SF, NT, and NF scores for students with different majors. Nutrition majors had significantly higher average scores on the ST scale than Family Studies majors. BEd/Graduate and Consumer Studies majors had low average scores on the ST scale, while Apparel Studies and Housing majors scored high on this variable. Nutrition and Family Studies majors had significantly higher average scores on the SF scale than Apparel Studies majors. Comprehensive and Housing students also had high average scores. BEd/Graduate students had significantly higher average scores on the NT scale than Housing majors,

while Consumer Studies majors also had high average scores. Apparel Studies majors had significantly higher average scores on the NF variable than other majors.

Significant differences were found between average ST, NT, and NF scores of students in different degree programs. The BScHE majors had significantly higher average scores on ST scale but significantly lower scores on the NF scale than BHE and BEd/Graduate students. However, BEd/Graduate students had higher average scores on the NT scale than BHE and BScHE majors.

Older students, 31-40 years, had significantly higher average scores on the NT scale than younger, ages 20 and under. Younger students had higher average scores on SF than the older students.

The variable, number of Years in university, showed no significant differences, but a steady increase in both NF and NT scores was apparent from the first to the fifth year on the ST and SF scales. Interestingly, however, the differences in average scores within learning styles among students with different number of years of study were significant. First-year students had a higher average score in ST than those in other years. The ST scores stayed relatively level from first to third year

before gradually dropping to a significant difference by the fifth year (BEd/Graduate). The average scores of first year SF were significantly higher than third year. There was a consistent drop in the SF scores from first year to third year followed by a levelling out in fourth and later years.

Further analysis revealed that the profile of a typical Nutrition major's learning style was more dominant in SF with ST as the secondary or supporting learning style, or ST with SF as the supporting learning style, but weak in NF and NT. (See Figure 1.) A typical Family Studies major's learning style profile was more dominant in SF with NT or NF as the secondary or supporting learning style but weak in ST. The Apparel Studies major's profile of learning style was more dominant in NF with SF as a supporting style but weak in ST. A typical Bachelor of Education or Graduate student's profile of learning style was strong in NT with ST and NF as supporting learning styles but weak on SF.

Conclusion and Discussion

This exploratory study revealed that the human ecology students exhibited diversity of learning styles. The majority were Sensing Feelers and Introverts. The hypothesis of the study that there would be differences or relationships between the distribution of learning styles and human ecology choice of majors was confirmed. More Sensing Thinkers were found in Nutrition. There were more Intuitive Feelers in Apparel Studies, while BEd/Graduate programs attracted more Intuitive Thinkers. Human ecology is typically a human service profession. Therefore, it is quite natural that there are more Sensing Feelers and Introverts attracted to it. Sensing Feelers are sociable, friendly, and care about the feelings of others. Introverts take time to think about things before making decisions. These are human qualities that help human service professionals to be effective and successful in their work. The results of this study indicated that the students used their intuition and thinking more with age and experience and relied less than before on their sensing and feeling. Possibly the university environment and number of years spent at university jointly influence the relative strength of each learning style.

Age and number of years spent at university were both found to significantly affect students' learning style

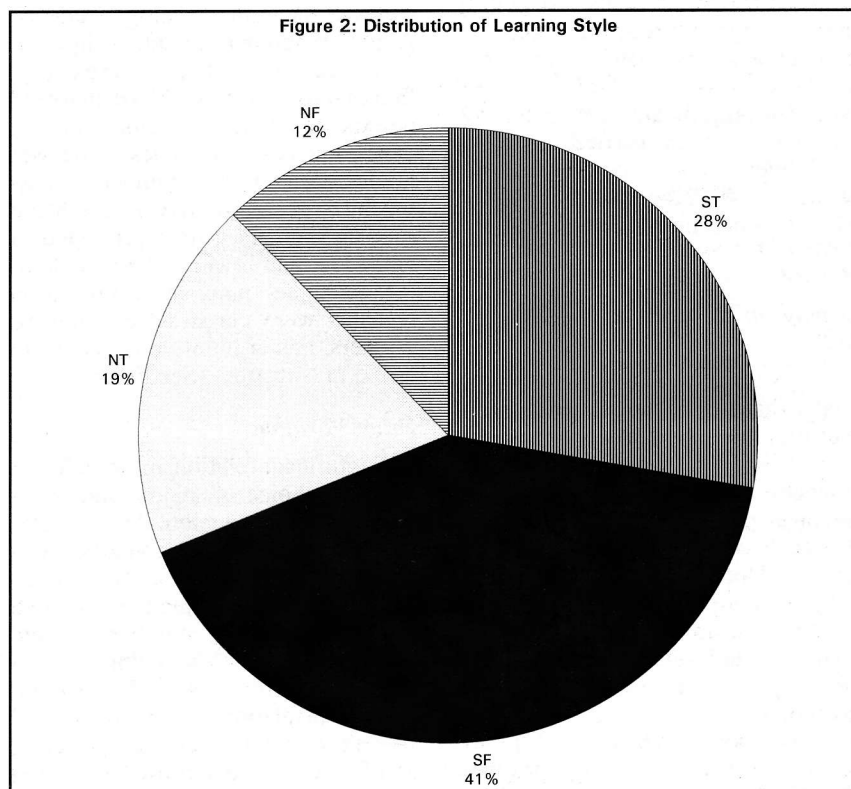


Figure 2: Distribution of Learning Styles

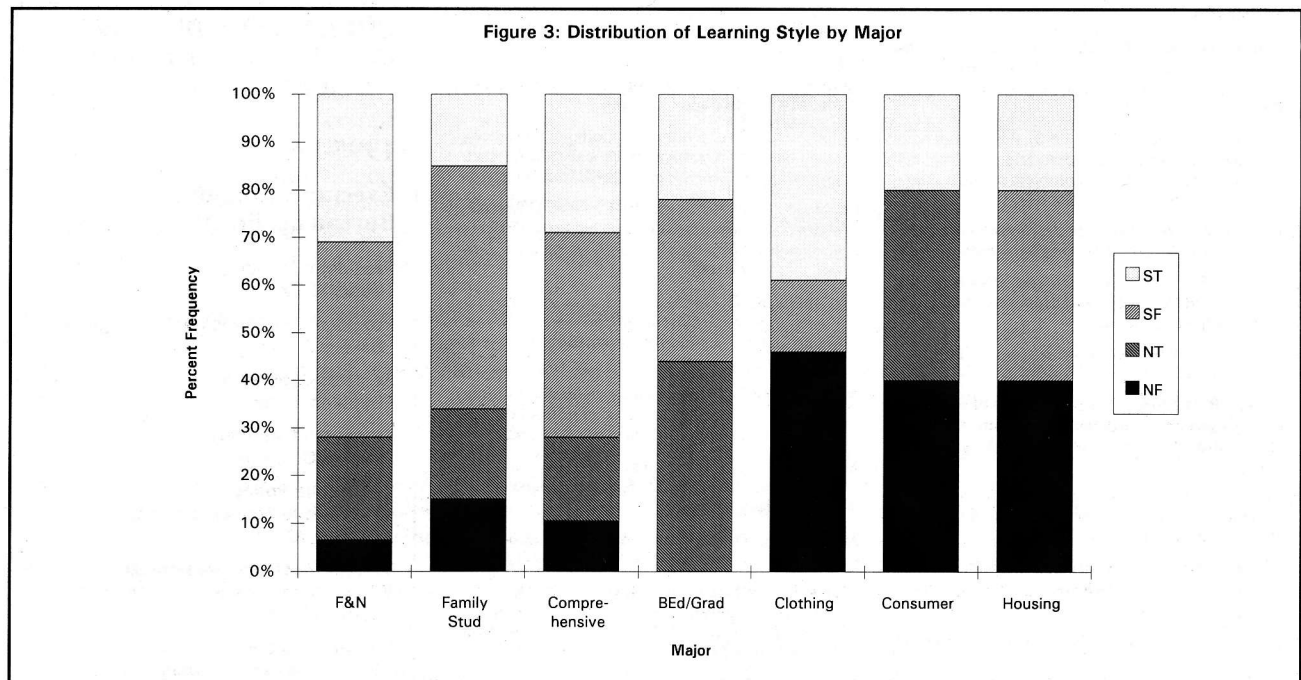


Figure 3: Distribution of Learning Styles by Major

preferences. Cornett indicated that although learning style preference is relatively stable, qualitative changes result from maturation and environmental stimuli (1983). Therefore, the differences of profile of the different majors could be attributed to the nature of the programs which attract students with different learning styles. It could also be due to the different approaches to teaching that are emphasized in the various major areas that shape the learning styles as students reach their senior years.

Some longitudinal studies are needed to determine the dynamics of learning style preference of the human ecology students from first year to the final year in university. The results of such studies could determine if differences in learning style are related to programs which attract students with different learning styles. The results might also indicate whether or not approaches to teaching that are emphasized in the various majors do shape the learning styles as the human ecology students reach their senior years.

The results of this study were different from Stroops' (1971) study, in which the 30 home economics education students were mostly typed as sensing thinkers (ST) and extroverts (E). The present study typed the human ecology students as mostly sensing feelers (SF) and introverts (I). Could the differences of results between the two studies be attributed to differences in culture and environmental stimuli?

A replication of this study in other human ecology programs could help determine if results of this study are general for all human ecology students in Canada or specific to one university. This would help to further identify the learning style of those attracted to human ecology programs. Further investigation should address gender differences. The sample size of only three males in this study was too small for any meaningful comparison.

Implications

A major task of a teacher is to use strategies to create an environment that motivates students to learn. Teaching to accommodate learning style is one way of improving learning.

The learning style profile informs students of their strengths and weaknesses. It also makes them aware of the strengths and weaknesses of other students with the same or different styles. Understanding themselves and how they function as learners will lead to sensitivities which will assist students in more accurately assessing how others they work with, in groups, also learn. This can improve their group interaction and cooperation.

Learning style information may be used to compare grades and to identify students who are either doing well or having problems in the classrooms. Teaching to learning style by using a variety of approaches usually removes

some conflicts between faculty and students. Since students rely on their preferred learning styles for new experiences and for adjusting to unfamiliar or stressful situations (Roberts, 1977), teaching to learning style affords students an opportunity to succeed which, in turn, helps develop their self-esteem.

It is imperative that faculty use a variety of teaching strategies to meet the different needs of students. Faculty should adjust instructional strategies, assignments, and learning environments to the strength of the students. Other styles could be used as students adjust and become more comfortable and mature beyond the restriction of their preferred learning styles. In order for human ecology faculty to effectively carry out the task of improving student learning, there is a pressing need to upgrade their knowledge of, and skill in the use of, learning style information. This pressing need can be met by organizing regular seminars, workshops, and inservice training sessions. Knowledge acquired from these upgrading sessions will help the faculty to better understand the importance of learning style and its role in improving learning. More important, the knowledge that the faculty acquires will make them more competent and efficient users of learning style information for effective teaching, advising, and counselling, which are essential ingredients for student learning and academic success. ☺

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Proposed Plan of Action for CHEA Policy Education: Taking Directions from the 1993-94 Public Policy Survey

Sue L. T. McGregor

Chair, CHEA Public Policy Committee

In 1993-1994, the CHEA Public Policy Committee surveyed the membership for their perceptions of their competency as political advocates or participants; no such profile existed before this attempt. The intent was to use the results to shape recommendations for professional in-services, workshops, and conference sessions in the area of policy education for Canadian home economists. This paper will share the results of the general findings and an overview of the recommendations for CHEA initiatives in policy education. The full report, which provides a comprehensive analysis of these results, will be available from CHEA in the Spring of 1996.

Profile of a Canadian Home Economist

A summary of the responses from the 166 respondents to the survey yields the following profile of a Canadian home economist. Because most Canadian home economists are currently women, this profile will use the pronoun "she" in an attempt to make these findings more personal and bring them closer to home. Gender was not one of the demographic questions on the survey but a quick perusal of the CHEA membership directory confirms the speculation concerning gender.

The Canadian home economist has been practising for an average of twenty years, predominantly in education, business, and government. She did not become politically involved until mid-way through her career. In fact, she has had several career changes with recent trends towards more entrepreneurial career paths. As a practising home economist, she was, on average, involved with more than three organizations or institutions where she could gain political experience. She was confused over what it means to be politically involved, however. She was engaged predominantly in activities that are categorized as reflecting a political "onlooker" (aware but not involved) on behalf of families. Moreover, she was satisfied with this level of involvement. If she was more involved in the policy arena as "champion" of families, surprisingly, she was not yet satisfied with her influence. If she was directly involved as a political "activist," she was most inclined to be satisfied with her level of involvement.

The longer she has been in practice, the more activities she has engaged in that could have an impact on families, with the number of activities decreasing as she got older. Most of these activities were associated with being an onlooker, and, encouragingly, with being a champion (advocate) for families. However, she felt more comfortable with general home economics skills than with policy-specific skills

and felt especially inadequate as regards knowledge of the policy process and how to lobby or advocate for families.

She tended to refrain from commenting on her future commitment to policy. (More than half of the respondents gave no comment at all.) If she was prone to not commit to future involvement in politics it was mainly due to family, work, or life commitments. The most compelling family issues which she identified were related overwhelmingly to economic well-being, followed by social and emotional well-being and, to a much lesser extent, physical well-being. She ranked economic issues as most important with social issues as secondary in importance.

Survey Methodology and Sampling

The confidential, bilingual, eight-question survey instrument was mailed with the International Development (ID) Newsletter in October, 1993, to all CHEA members (approximately 2400 people). A response rate of 7% was obtained with 166 persons responding. A similar response rate was achieved with the 1994 general readership survey for the *Journal* and with Patricia Ulrich's recent survey in the ID Newsletter. Canada Post confirms that even a 3% response rate is very good for a bulk mailing (CHEA head office, personal communication, May 17, 1994).

Members were queried on their length of time in the profession, their careers, general involvement in politics, perception of themselves as political players, and intentions for future involvement in politics on behalf of individuals and families. They were also asked to identify key issues impacting individual and familial well-being.

Results of Eight Survey Questions

Dimensions of Career Paths

The career paths in which respondents were employed at the time of the study included, in descending order, education, business, government, retired, community, out of workforce, dietetics and nutrition, and miscellaneous, with the following distribution:

Acknowledgements

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Education	34%
University 8.6%; Teacher 21%; Other 4.4% (student, department head, continuing education, home study coordinator)	
Business	33%
Consulting/freelance 16%; Self employed 3.4%; Administration/management 5.7%; Marketing 5.7%; Media 3%	
Government	10%
Government 2.2%; Extension home economist 6.8%; Program specialist 1.1%	
Retired	6.8%
Community	4.5%
Counselling/therapy 2%; Program develop- ment/co-ordination 2%; Volunteers 0.5%	
Out of workforce	4.5
(Home maker or unemployed)	
Dietitian and nutritionist	4%
Miscellaneous	3.4%
(farmer, home economist)	

100% (rounded)

Respondents were asked to note previous jobs or occupations. We hoped to gain some appreciation of trends in career development. Table 1 compares present occupations with those enjoyed in the past. Of the 210 different jobs identified by the respondents as "past occupations," the majority were in education, followed by business, government, foods and nutrition, and community. None indicated they had been retired and returned to work and none indicated they had been unemployed and found work. There is a shift away from education and dietetics and nutrition and a growing trend towards careers in business, government, and community.

Table 1: Comparison of Present to Previous Occupations

	Occupation	
	Previous	Present
Education	42.0%	38.0%
Business	35.0%	36.8%
Government	7.8%	11.6%
Community	4.8%	5.2%
Dietitians/Nutritionists	8.1%	4.5%
Miscellaneous (union, home economist, farmer)	3.3%	3.8%

There was evidence of a shift from employment to self-employment, especially for those employed in business. Table 2 graphically illustrates the nuances of the shift occurring in business towards consulting, freelancing, and self-employment, and away from paid employment with a particular business or firm.

Table 2: Shift from Employment to Self-Employment in the Business Practice Area

	1984*	Pre-1994	1994
Employed by a business	15%	20.5%	14.4%
Self employed, consultant, freelance	1%	10.5%	19.4%

*1974-84 data is from Smith (1984)

Involvement in Various Institutions

The intent of this question was to determine where, and in what combinations of institutions, practitioners were being exposed to the nuances of politics. Respondents were asked, "At which type of institution(s) are you or have you ever been 'politically' involved? Circle as many as appropriate and underline the current one(s)." It must be acknowledged that, despite pilot testing, this question turned out to be very "messy" for respondents and for coding. Nonetheless, general findings indicate that at some point in time, almost two-thirds of the respondents were linked with some professional organization and roughly half were involved with either a voluntary or community organization (Table 3). Over half (53%) chose three or more types of institutions; 29% chose one or two institutions. One-third were exposed to politics in special interest group organizations and, collectively, about 40% were involved with some level of government, most commonly provincial.

Table 3: Profile of Involvement in Various Institutions

Type of Institution	Politically Involved	
	Ever	Current
Professional association ^a	60.0%	29%
Voluntary association	52.0%	19%
Community organizations	44.0%	14%
Special interest groups	31.0%	11%
Provincial government	18.0%	7%
Municipal government	12.5%	4%
Federal government	11.0%	2%
Trade unions	11.0%	3%
Non-active	17.0% ^b	9%

(a) All respondents were members of CHEA yet less than one-third noted that they were involved with a professional association.

(b) Does not total 100 due to multiple responses

Nature of Political Involvement

Respondents were asked, "In which of the following activities have you ever taken part (whether it be government, business, labour, volunteer, community organization, professional association, et cetera)? Circle as many as appropriate." Again, this question turned out to be good intentions gone awry! The intent was to gauge level of political involvement by type of activity, with the three overarching categories being political "onlooker," "champion," and "activist." As a reminder, respondents were given the following definitions: Someone who is a *political onlooker* is aware of the importance of family well-being but is not involved with policy in any direct way. (They probably read the paper, vote, or sign petitions.) A *political champion* is a home economist who advocates on behalf of family well-being, is more aware of policy initiatives, is more in contact with government personnel (elected and bureaucrats), and is more involved in the political arena but not in any elected, commissioned, or direct lobbying capacity. An *activist* is directly involved in politics in varying degrees having a much more direct impact on policy affecting families. All roles are necessary with each contributing to the well-being of self, profession, individuals, families, communities, and society (McGregor, 1989).

Unfortunately, there was too much information generated from one question. There did seem to be a pattern, though. Over one-third (35%) of the respondents chose

combination of activities, with 35% choosing between one and ten, another one-third choosing between 11 and 19 activities, with the remaining one-third (30%) choosing 20 or more. Also, there seemed to be a relationship between number of activities in general and years active in the profession. Twenty years was the average number of years reported for working in the profession. Results indicated that practitioners tended to be less involved during the first ten years, more involved in politically oriented activities during the middle years of their career, tapering off towards the end.

More than half of the respondents (52%) indicated involvement in activities classified as political onlooking, 43% with those activities associated with being political champions, and the rest (5%) with political activism. Those activities classified as "onlooker" tended to have higher percentages, meaning that most of the respondents had been involved in these activities, especially voting (100%), signing petitions (85%), contributing money (83%), attending a social event (73%), wearing buttons or a sticker (64%), and writing to (48%) or being interviewed by (58%) the media. The remaining onlooker activities were undertaken by fewer people with a range of 4% to 33%. The activities associated with championing family well-being often had a lower rating than those for onlookers, indicating that respondents tended to be less likely to check these activities. Those champion activities with the highest ratings included contacting an MLA: writing (55%), meeting (53%), or phoning (37%); providing government with information or consulting (50%); networking (48%); and contacting a government agency or department (48%). Most other activities in this category were experienced by 35% of the respondents or less with the exception of the 38% who indicated they were or had been employed with government. Most obvious is the lack of activity in areas operationalized as political activist, with the most likely activity being lobbying (28%). All other seven politically active categories had very low response rates (5% to 12%).

It is safe to conclude that the respondents can be classified as mostly political onlookers, followed by champions and, lastly, activists. These results very closely parallel those found by Vickers (1985) when she surveyed the American home economics population. It is the profile characteristic of most democratic countries (Milbrath, 1965). In fact, our profession seems to engage more often in champion activities than does the public at large. It must be clarified that no attempt was made to correlate each respondent's profile with the political involvement model; only a generic profile is proffered. Even so, the results are quite revealing. As a collective whole, the members of the Canadian home economics profession can, with a good degree of certainty, be characterized as political onlookers, and, encouragingly, as political champions or advocates. Very few respondents identified themselves with activities related to being a political activist.

Perception of Political Involvement

Whereas the previous question involved the researcher categorizing activities and concluding that respondents were predominantly onlookers, champions, then activist, this question was an attempt to allow practitioners to indicate their personal perception of their degree of involvement. Respondents were asked, "Overall, would you classify yourself as a political onlooker, champion/advocate, activist or not politically involved?" Table 4 provides evidence

that there was a close correlation (not yet determined if it is statistically significant) between the researcher's categorization and the respondent's perceptions.

Table 4- Activities Checked and Perceived Role

Activities Checked	Perceived Level of Involvement	
Onlooker	52%	47%
Champion	43%	37%
Activist	5%	3%

Reported Level of Involvement and Satisfaction with Involvement

In general, those most likely to be satisfied with their level of involvement are those who are on the outside looking in rather than advocating for families or becoming directly involved in the political arena. Champions or advocates for families were less satisfied with what they had accomplished than were activists who were directly involved. Those who were not involved had not given this inactivity any consideration (Table 5.)

One would hypothesize that they would feel somewhat dissatisfied with their lack of involvement but this did not appear to be the case. What is intriguing is the finding that 85% of activists claimed they were satisfied most of the time.

Table 5. Level of Involvement and Degree of Satisfaction

Perceived Level of Involvement	Degree of Satisfaction
Onlooker 47%	Satisfied 48% (most of the time 45%, always 3%)
Champion 37%	Not yet (rarely) 32%
Activist 11%	Most of the time 85%
Non-active/ not aware 3%	Never give it any thought/ ambivalent 17% ^a

^a Remaining percentages include those who did not answer the questions

Future Political Involvement

Respondents were given an opportunity to comment on their intended future involvement in policy affecting individual and familial well-being: 54% elected to make no comment with 46% offering an opinion. Of the 77 who responded, almost half (48%) noted they wanted to be involved while 43% said they did not want to be involved. About one-tenth (9%) indicated that they had never given it much thought, were not sure, or felt they should be involved. Most respondents noted only one reason for not being involved.

Of the 37 who said they would be more involved in the future, 38% said "yes" with no conditions but for three different reasons: (a) wanted to continue present involvement ($n=6$), (b) wanted to be involved ($n=4$), and (c) intended to improve competencies ($n=4$). Of the 33 who said they did not intend to be involved with politics in the future, 12% simply said "no" outright while 88% attached reasons for "why not." Two of the most compelling reasons for not being involved were family commitments (27%) and over-commitment in other areas of work and life (21%). Collectively, a full 48% attributed their lack of future involvement to present commitments. Closely related to this reason, and

sometimes explicitly linked with it, was the reality of "no time" (12%). An interesting additional scenario was the restriction felt by all of those employed with the civil service; they all felt they had to refrain from being politically active because of a conflict of interest with their government job. Another person cited being too busy with her/his own business to be politically involved with issues related to family well-being.

Perception of Political Competency

The literature identified several skills thought to be prerequisites for political competence. The respondents were asked their perception of their competency on eight skills including four politically specific skills: working knowledge of policy process, lobbying/advocacy, networking, issues management; and four general home economics empowerment skills: problem solving, critical thinking, change management, transforming process/social change.

Not all eight skills were perceived by everyone the same way but the trend seemed to be for a lower rating of competency associated with the four political skills than with the general home economics skills. The skills most likely to be associated with low competency (low to medium rating) were lobbying, transforming (working within the system to affect change), knowledge of policy process, and issues management. The skills most associated with a higher level of competency (medium rating) included change management, critical thinking, and problem solving. Overall, respondents felt themselves moderately comfortable with most skills (55%), highly competent (19%), low (17%),

or not competent at all (5%). Three percent (3%) of the respondents did not answer the question.

Perception of Major Family Issues

Respondents were asked to suggest, in order of importance, three issues which they thought were or would be impacting on the economic, social, physical, or emotional well-being and empowerment of individuals and families. Overall results indicate a concern for economic, social, emotional, then physical well-being. (Because of multiple answers, numbers do not total 100.) Issues identified were:

- Unemployment 40% (unemployment, job insecurity, re-training, pay equity, youth employment)
- Economy/federal debt 31% (federal deficit, state of the economy, recession, sustainable development, free trade, globalization of marketplace/economy, cuts in government spending)
- Family stability 25% (violence/crime, support of family unit)
- Education 22% (quality of educational system, funding cuts, accessibility, loss of home economics)
- Social safety net 21% (poverty, social welfare reform)
- Health care reform 14%
- Day/elder care 13% (cost/affordability, accessibility, quality, funding)
- Values/quality of life 12% (lack of ethics, lack of morals, lack of empowerment, changing value systems, erosion of social conscience, social intolerance of diversity in race, gender, religion, sexual preference)
- Environment 9%

Figure 1 - Proposed CHEA Plan of Action for Public Policy Education (Assuming the Political Will to Do so)

Strategies Achievable Within Existing CHEA Infrastructure and Initiatives	New Initiatives and Actions for CHEA's Consideration
Complete within two years: • Promote CHEA mission and objectives • Continue to promote Code of Ethics • Promote overall mission of home economics • Lobby for Policy Education courses at universities • Reiterate importance of political involvement • Publish and sell this report • Promote existing CHEA Policy Education vehicles (IMM, PPC, CHEJ section on policy, Operation Alert, Family Policy Principles) as a package • Continue to conduct readership profile • Continue to clarify meaning of political involvement • Share information on education with HEIE • Continue to promote human ecology perspective • Reiterate importance of values and morals • Include private policy decisions as well as government • Promote Family Policy Principles	Complete or initiate within five years: • Replicate the survey • Develop a policy education in-service package • Plan and deliver a Policy Conference • Plan and deliver pre- and post-conference workshops • Facilitate sharing of policy experiences • Workshops for policy analysis and research • Provide media training • Workshops on time and stress management • Create a roster of policy education speakers and resource persons • Create a Policy Education Resource Inventory • Develop a series of Policy Education Monographs (generated from conferences, etc) • Draft series of 5 Family Well-being Policy Position Papers • Hold an annual or bi-annual Policy Delphi • Establish a Policy Mentor or Partnership Program • Create a new practice area: Home Economists in Community; expand HEIB to include entrepreneurs • Encourage executive interchanges • Develop or access Government Policy Directory • Develop model to inventory bureaucrats • Professional networking • Generate Home Economists' Policy Directory • Establish a CHEA Policy Education Fund • Enhance profile of CHEA and profession in policy arena

- Gender equality 7%
- Aging society 7% (pension reform, empowerment of elderly)
- Taxes 4% (tax inequity, tax reform, tax revolt, tax levels)
- Food security 3%
- Consumer debt 2%

A Proposed Plan of Action for Public Policy Education

This final section of the summary of the policy survey sets out a CHEA Plan of Action for Public Policy Education, drawing on the findings to support most of the initiatives. An obvious overarching recommendation is that this survey be replicated and extended within five years; much should be accomplished within that time frame. And, with that time frame in mind, the thirty-odd suggestions will be organized around two plans: (a) work with what CHEA has in place, within the next two years, and (b) develop new initiatives, some more easily done than others, within the next five years. Figure 1 provides an overview of the recommendations. It is expected that membership will be able to take direction from the Association regarding the feasibility and priority of each of the recommendations. It is also recognized that this inventory of recommendations is comprehensive but not exhaustive; the Public Policy Committee welcomes other suggestions. Foremost, the reader is invited to contact CHEA for the full report which provides a full rationale for the recommendations. Dialogue and alternative interpretations are invited. Action is an imperative.

Conclusions

One respondent commented that she "would get involved only when we find a way to increase the profile of CHEA and home economics." CHEA is directed to its mission statement, part of which states that it will strengthen the home economics profession. The link between the image and profile of home economics and the role of home economists in policy needs to be examined. CHEA needs to deal with

issues of legitimacy, credibility, and strength of voice in the policy process, not only for itself as an organization but also for its members in the policy arena. (The PPC is working on a paper related to CHEA as an interest group.) It is imperative that (a) the national organization perceive itself as an interest group acting on behalf of families, (b) other organizations, industry, and government see CHEA in this role, and (c) CHEA members also see CHEA in this role. Equally important is (d) the perception and reality that CHEA is supporting its members as they gain involvement in the policy arena.

We are not the only country experiencing this dilemma of credibility and legitimacy for the profession as a political player on behalf of families. When I was asked to deliver the keynote address at the post-conference workshop on home economists in public policy in Australia, I was given the following title from which to develop my talk: "Challenges to home economists in gaining acceptance as participants in the public policy process: A Canadian perspective" (McGregor, 1995). The assumptions inherent in this title are that because we are home economists, we will encounter problems in the political arena. I would like to have home economists and the public at large think the opposite — *because we are home economists, we are welcomed and solicited by key players in the political arena and looked to as the profession capable of and committed to empowering individuals, families and society. Therein lies the challenge.*

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Proposition d'un plan d'action : Mesures inspirées de l'enquête sur la politique gouvernementale

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En 1993-1994, le Comité de la politique gouvernementale (CPG) a sondé l'opinion des membres sur leur compétence perçue en tant qu'intervenantes sur la scène politique; c'était la première fois qu'on recueillait de telles données. Il s'agissait d'utiliser les résultats pour préparer, à l'intention des économistes familiales canadiennes, des recommandations visant l'organisation de services professionnels internes, d'ateliers et de séances du Congrès sur la formulation de politiques. Le présent texte dévoile les résultats généraux de l'enquête et un aperçu des recommandations concernant les activités de l'ACd'EF reliées à la formation en matière de politiques. Le rapport complet, qui contiendra une analyse exhaustive de ces résultats, sera disponible auprès de l'ACd'EF au printemps de 1996.

Profil de l'économiste familiale canadienne

Les réponses reçues de 166 répondantes permettent de brosser le profil suivant de l'économiste familiale canadienne. Puisque la plupart des économistes familiales sont des femmes, nous utiliserons le pronom «elle» afin de rendre les résultats plus personnels et de mieux refléter la réalité. Le sexe des répondantes ne figurait pas parmi les questions démographiques de l'enquête, mais une brève

Remerciements

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consultation du répertoire des membres de l'ACd'EF confirme cette hypothèse à propos des membres.

L'économiste familiale canadienne pratique en moyenne depuis 20 ans, surtout dans les domaines de l'éducation, des affaires et de la fonction publique. Elle ne s'est intéressée à la politique qu'à mi-parcours de sa carrière. En fait, sa carrière a connu plusieurs tournants, dont les plus récents l'ont amenée vers l'entrepreneuriat. À titre d'économiste familiale active, elle a participé, en moyenne, aux activités de plus de trois organismes ou établissements auprès desquels elle a pu acquérir de l'expérience en politique. Toutefois, elle n'est pas certaine du sens de cet engagement politique. Elle participe principalement à des activités comme observatrice (sensibilisée mais non engagée) au nom des familles. En outre, elle est satisfaite de ce type de participation. Si elle est engagée dans l'arène politique en tant que «championne» des familles, on constate avec surprise que son degré d'influence ne la satisfait pas. Si elle milite activement, elle a davantage tendance à être satisfaite de son engagement.

Plus elle compte d'années d'expérience, plus elle est engagée dans des activités qui peuvent avoir des répercussions sur la famille; le nombre de ces activités diminue avec l'âge. Dans la plupart de ces activités, elle joue un rôle d'observatrice et, fait encourageant, devient la «championne» des familles. Toutefois, elle se sent plus à l'aise avec ses compétences générales d'économiste familiale que dans les domaines propres à la politique et s'estime particulièrement dépourvue en ce qui a trait à sa connaissance du processus politique et de la défense des droits et des intérêts des familles.

En général, elle s'abstient de parler de son futur engagement dans le domaine de la politique. (Plus de la moitié des répondantes n'ont formulé aucun commentaire.) Si elle ne semble pas vouloir s'engager dans le domaine de la politique, c'est surtout en raison d'autres engagements familiaux, professionnels ou personnels. Les obligations familiales les plus souvent invoquées sont le confort financier, suivi par le bien-être social et émotif et, dans une moindre mesure, le bien-être physique. Elle classe les questions d'ordre économique parmi les plus importantes, avant les questions d'ordre social.

Méthode et échantillonnage

Le questionnaire confidentiel et bilingue, qui comptait huit questions, a été joint au bulletin du Programme de développement international envoyé en octobre 1993 à toutes les membres de l'ACd'EF (environ 2 400 personnes). Cent soixante-six personnes ont rempli le questionnaire, soit une participation de 7 %. L'enquête de 1994 auprès des lecteurs de la *Revue canadienne d'économie familiale* et le récent sondage de Patricia Ulrich, publié dans le bulletin du Programme de développement international, avaient obtenu des taux de participation semblables. Postes Canada indique qu'un taux de participation de 3 % représente un très bon résultat pour un envoi collectif (administration centrale de l'ACd'EF, communication personnelle, 17 mai 1994).

Les membres devaient répondre à des questions sur la durée de leur engagement professionnel, sur leur carrière, sur leur participation aux activités politiques; elles devaient aussi indiquer comment elles se percevaient en tant qu'intervenantes dans le domaine politique et quel genre d'engagement politique elles prévoyaient prendre au nom des personnes ou des familles. Elles devaient enfin souligner les aspects qui avaient le plus de répercussions sur le bien-

être des personnes et des familles.

Regroupement des résultats

Cheminements de carrière

Les résultats de l'enquête concernant les cheminements de carrière des économistes familiales ont été regroupés sous huit grands titres, soit (par ordre décroissant) : éducation, affaires, gouvernement, à la retraite, communauté, sans emploi, diététique et nutrition, divers, et ce dans les proportions suivantes :

Education	34%
Université 8,6 %; Enseignement 21,0 %; Autre (étudiante, chef de département, éducation permanente, coordonnatrice d'éducation familiale) 4,4 %	
Affaires	33%
Consultation ou pige 16,0 %; Travail autonome 3,4 %; Administration et gestion 5,7 %; Marketing 5,7 %; Médias 3,0 %	
Gouvernement	10%
Fonctionnaire 2,2 %; Economiste familiale en milieu rural 6,8 %; Spécialiste de programmes 1,1 %	
À la retraite	6,8%
Communauté	4,5%
Counseling ou thérapie 2,0 %; Création ou coordination de programmes 2,0 %; Bénévolat 0,5 %	
Sans emploi	4,5%
(chômage ou personne au foyer)	
Diététique et nutrition	4,0%
Divers	3,4%
(agriculture ou économie familiale)	
100% (total arrondi)	

Les répondantes devaient indiquer leurs occupations ou emplois antérieurs. Nous espérons ainsi cerner les tendances du perfectionnement professionnel. Le tableau 1 compare les occupations actuelles et antérieures. Des 210 emplois signalés par les répondantes comme «occupations antérieures», la majorité appartenaient aux domaines de l'éducation, des affaires, du gouvernement, de l'alimentation et la nutrition, et du travail communautaire. Personne n'a indiqué avoir été à la retraite et être ensuite retournée au travail et personne n'a indiqué avoir été en chômage et trouvé un emploi. Il est clair que les domaines de l'éducation et de la diététique et nutrition perdent des adeptes et qu'une tendance croissante semble se manifester vers les emplois dans les affaires, pour les gouvernements et au sein de la

Tableau 1 — Comparaison des occupations actuelles et antérieures

	Occupation	
	Antérieure	Actuelle
Education	42,0%	38,0%
Affaires	35,0%	36,8%
Gouvernement	7,8%	11,6%
Communauté	4,8%	5,2%
Diététique, nutrition	8,1%	4,5%
Divers (syndicat, économie familiale, ferme)	3,3%	3,8%

communauté.

Les résultats ont révélé une transition du travail rémunéré vers le travail autonome, surtout chez les répondantes du domaine des affaires (voir le tableau 2). Le graphique illustre les particularités de la transition, dans le domaine des affaires, vers la consultation, le travail à la pige et le travail autonome, et l'abandon des postes de salariées dans une entreprise particulière.

Tableau 2 — Passage du statut de salariée à celui de travailleuse autonome dans le domaine des affaires

	1984 ^a	Avant 1994	1994
Employé·s par une entreprise	15%	20,5%	14,4%
Travailleuses autonomes, (expertes-conseils, pigistes)	1%	10,5%	19,4%

^a Les données pour 1974-1984 sont tirées de Smith (1984)

Engagement politique auprès de divers organismes

Cette question visait à déterminer où, et dans quels groupes ou organismes, les économistes étaient en contact avec divers aspects de la politique. Les participantes devaient répondre à la question suivante : «Avec quel type d'organisme(s) avez-vous ou avez-vous déjà eu un engagement politique? Encercliez toutes les réponses qui s'appliquent et soulignez celle qui correspond à votre engagement actuel.» Admettons dès maintenant que, malgré un essai pilote, cette question s'est avérée très complexe du point de vue des répondantes et de la compilation des résultats. Néanmoins, les résultats généraux (tableau 3) indiquent qu'à un moment ou à un autre, presque les deux tiers des répondantes ont entretenu des liens avec un organisme professionnel quelconque et qu'environ la moitié ont participé aux activités d'un organisme communautaire ou de bénévolat. Plus de la moitié des répondantes (53 %) ont indiqué trois types d'organismes ou plus; 29 % ont indiqué un ou deux organismes. Un tiers des répondantes ont eu des contacts avec la politique par le truchement de groupes d'intérêt et, dans l'ensemble, environ 40 % d'entre elles ont participé à des activités politiques, le plus souvent au palier provincial.

Nature de l'engagement politique

Les participantes devaient répondre à la question : «À quelles activités suivantes avez-vous déjà participé (gouvernement, affaires, syndicat, bénévolat, organisme communautaire, association professionnelle ou autre)? Encercliez toutes les réponses qui s'appliquent.» Encore une fois, cette question n'a pas donné les résultats escomptés! Elle visait à évaluer le degré d'engagement politique par type d'activité, et les trois grandes catégories de l'activité politique étaient «observatrice», «championne» et «militante». On rappelait aux répondantes que «l'observatrice politique» est consciente de l'importance du bien-être familial, mais qu'elle n'a aucune participation directe à l'action politique. (Elle lit probablement les journaux, vote, ou signe des pétitions.) Une «championne» est une économiste familiale qui défend le bien-être des familles, qui est davantage au courant des initiatives politiques et en contact avec des représentants du gouvernement (élus et fonctionnaires) et qui est plus présente dans l'arène politique, sans toutefois être élue, mandatée ni engagée directement dans des activités de lobbying. Par contre, «une militante» participe directement à la vie

Tableau 3 — Profil de l'engagement dans divers organismes

Type d'organisme	Engagement politique	
	Jusqu'à maintenant	Maintenant
Associations professionnelles ^a	60,0%	29%
Organismes de bénévolat	52,0%	19%
Organismes communautaires	44,0%	14%
Groupes d'intérêt	31,0%	11%
Gouvernements provinciaux	18,0%	7%
Gouvernements municipaux	12,5%	4%
Gouvernement fédéral	11,0%	2%
Syndicats	11,0%	3%
Aucun engagement	17,0% ^b	9%

^a Même si toutes les répondantes sont membres de l'ACd'EF, moins d'un tiers ont répondu qu'elles participent aux activités d'une association professionnelle.

^b Le total n'est pas 100, compte tenu des réponses multiples.

politique, à divers degrés, et exerce une influence plus directe sur les politiques qui touchent les familles. Tous ces rôles sont nécessaires, car ils contribuent au bien-être de soi, de la profession, des personnes, des familles, des communautés et de la société (McGregor, 1989).

Malheureusement, cette question a généré beaucoup trop d'information. On a cependant décelé une tendance. Plus du tiers des répondantes ont signalé une combinaison d'activités : 35 % des répondantes en ont choisi entre une et dix; un autre tiers (35 %), entre 11 et 19; et le dernier tiers (30 %), 20 et plus. En outre, il semble y avoir un rapport entre le nombre d'activités en général et le nombre d'années d'activité professionnelle. Rappelons que la moyenne d'années d'activité professionnelle est de 20. Les résultats indiquent qu'en général, les professionnelles sont moins engagées pendant les dix premières années de leur carrière, plus engagées dans des activités de nature politique pendant les années médianes et, de nouveau, moins engagées pendant les dernières années.

Plus de la moitié des répondantes (52 %) ont indiqué qu'elles participent à des activités à titre d'observatrices de l'action politique, 43 % à des activités à titre de «championnes» et le reste (5 %) à des activités à titre de militantes. Les activités «d'observatrices» représentent un plus fort pourcentage, c'est-à-dire que la plupart des répondantes y ont participé, surtout en votant (100 %), en signant des pétitions (85 %), en donnant de l'argent (83 %), en participant à des événements sociaux (73 %), en portant des macarons ou des autocollants (64 %), en écrivant aux médias (48 %) ou en étant interviewées par ces derniers (58 %). Moins de répondantes (entre 4 % et 33 %) avaient participé aux autres activités d'observation. Les activités de «championnes» du bien-être des familles représentent souvent un pourcentage moins élevé que celles liées à l'observation, ce qui indique que les répondantes étaient moins susceptibles d'envisager ces activités; les activités à ce chapitre qui ont remporté les pourcentages les plus élevés comprennent les communications avec un député provincial : lettre (55 %), rencontre (53 %) ou appel téléphonique (37 %); l'envoi de données au gouvernement ou la consultation (50 %); le réseautage (48 %); et des communications avec un ministère ou un organisme gouvernemental (48 %). La plupart des autres activités de cette catégorie ont été effectuées par 35 % des répondantes ou moins, à l'exception de 38 % qui ont affirmé avoir occupé un emploi au

gouvernement. Le faible taux d'activités est très évident dans la catégorie du militantisme politique, où l'activité la plus fréquente est le lobbying (28 %). Les sept autres activités de militantisme politique représentent des proportions très faibles (de 5 % à 12 %).

Nous pouvons donc conclure que les répondantes peuvent être classées surtout parmi les observatrices (52 %), suivies par les championnes (43 %) et, enfin, par les militantes (5 %). Ces résultats reproduisent assez fidèlement ceux obtenus par Vickers (1985), dans son enquête auprès des économistes familiales américaines. Ce profil est souvent caractéristique des pays démocratiques (Milbrath, 1965). En fait, les membres de notre profession semblent s'engager davantage dans la défense des droits et des intérêts que le public en général. Précisons que nous n'avons pas tenté d'établir une corrélation entre le profil de chaque répondante et le modèle d'engagement politique; nous nous sommes contentées d'un profil générique. Malgré cela, les résultats sont assez révélateurs. Nous pouvons, sans risque de nous tromper, classer l'ensemble des membres de la profession des économistes familiales canadiennes parmi les observatrices politiques et, fait encourageant, parmi les défenseuses ou championnes de la cause. Très peu de répondantes ont déclaré participer à des activités militantes.

Le degré perçu d'engagement politique

Alors que la question précédente amenait les responsables de l'enquête à établir des catégories d'activités et à conclure que les répondantes appartenaient surtout à la catégorie des observatrices, puis à celle des championnes et, enfin, à celle des militantes, cette question visait à permettre aux professionnelles d'indiquer leur degré d'engagement. Elles devaient répondre à la question : « Dans l'ensemble, vous considérez-vous comme une observatrice politique, une défenseuse ou championne des droits et des intérêts, une militante, ou une personne sans engagement politique? » Le tableau 4 démontre une forte corrélation (nous ne savons pas si elle est significative sur le plan statistique) entre les catégories établies par les responsables de l'enquête et les perceptions des répondantes.

Tableau 4 - Activités choisies et le degré perçu d'engagement politique

Activités choisies	Degré perçu d'engagement	
Observatrices	52%	47%
Championnes	43%	37%
Militantes	5%	3%

Le degré d'engagement déclaré et la satisfaction retirée de l'engagement

Le tableau 4 résume aussi les résultats généraux d'une distribution croisée des variables du degré d'engagement et du degré de satisfaction; bien qu'aucun test d'hypothèses n'ait été effectué, il semble y avoir une forte corrélation. Malheureusement, les personnes satisfaites « toujours ou la plupart du temps » se contentent d'être sensibilisées mais non engagées (observatrices). Les « championnes » sont aussi celles qui ne sont pas vraiment satisfaites de leur degré d'engagement. Celles qui s'avouent inactives ne sont pas insatisfaites de leur degré de non-engagement : elles sont plutôt ambivalentes, car elles n'ont même pas réfléchi à leur inactivité. Le fait que 85 % des militantes se déclarent être

Tableau 5 — Degré de participation et degré de satisfaction

Degré perçu d'engagement		Degré perçu satisfaction
Observatrices	47%	satisfaite 48% (la plupart du temps 45%, toujours 3%)
Championnes	37%	pas encore (rarement) 32%
Militantes	11%	la plupart du temps 85%
Inactives non sensibilisées	3%	n'y pense jamais ambivalente 17% ^a

^a La proportion restante inclut celles qui n'ont pas répondu aux questions.

satisfaites la plupart du temps semble plutôt intrigant.

En général, les répondantes les plus susceptibles d'être satisfaites de leur degré d'engagement sont les observatrices plutôt que les « championnes » des droits des familles ou celles qui s'engagent directement dans l'arène politique. Les défenseuses ou championnes des droits et des intérêts des familles sont moins satisfaites de leurs réalisations que les militantes engagées directement dans l'action politique. Celles qui ne sont pas engagées n'ont pas vraiment réfléchi à leur inactivité. On pourrait supposer qu'elles sont quelque peu insatisfaites de leur manque d'engagement, mais ce n'est pas le cas.

Engagement futur dans l'action politique

Les répondantes pouvaient indiquer leurs intentions à l'égard de leur futur engagement dans l'action politique concernant le bien-être individuel et familial : 54 % ont choisi de ne faire aucun commentaire (ce qui est assez éloquent!) et 46 % ont exposé leurs intentions. Des 77 répondantes qui ont indiqué leurs intentions, près de la moitié (48 %) ont déclaré vouloir s'engager et 43 % ne pas vouloir s'engager. Environ un dixième des répondantes (9 %) ont répondu qu'elles n'y avaient pas beaucoup réfléchi, qu'elles n'étaient pas certaines ou qu'elles estimaient devoir s'engager. La plupart des répondantes ont donné une seule raison pour leur non-engagement.

Des 37 répondantes qui ont déclaré vouloir s'engager davantage, 38 % ont répondu « oui » sans condition, mais pour trois motifs différents : a) veut poursuivre son engagement actuel ($n=6$), b) veut s'engager ($n=4$), et c) a l'intention d'améliorer ses compétences ($n=4$). Des 33 qui ont déclaré ne pas avoir l'intention de s'engager sur la scène politique, 12 % ont simplement répondu « non », tandis que 88 % ont expliqué leur réponse. Deux des raisons invoquées le plus fréquemment étaient les obligations familiales (27 %) et un horaire déjà trop rempli par des activités professionnelles et personnelles (21 %). Dans l'ensemble, 48 % des répondantes attribuaient leur non-engagement futur à leurs engagements actuels. Dans 12 % des cas, le manque de temps est étroitement lié à ce motif, lien parfois explicitement établi. Fait intéressant, les fonctionnaires ont aussi invoqué les contraintes qu'elles perçoivent en raison du poste qu'elles occupent; toutes estiment devoir s'abstenir de toute activité politique en raison du conflit d'intérêt possible avec leur emploi. Une autre personne a déclaré être beaucoup trop occupée dans sa propre entreprise pour s'engager dans l'action politique touchant le bien-être de la famille.

Perception générale des compétences dans des domaines particuliers

La documentation étudiée énumérait quelques aptitudes nécessaires à l'acquisition de compétences politiques. Les répondantes devaient évaluer leurs compétences dans huit domaines, dont quatre liés directement à la politique: connaissance pratique du processus politique, lobbying et défense des droits, réseautage, et gestion des questions d'intérêt; et quatre liés généralement à l'économie familiale: résolution de problèmes, pensée critique, gestion du changement, et processus de transformation et changement social.

Les huit aptitudes n'ont pas toutes été perçues de la même manière par les répondantes, mais ces dernières ont généralement accordé une cote plus faible aux quatre aptitudes associées à la politique qu'à celles associées à l'économie familiale. Les trois aptitudes les plus susceptibles de correspondre à une compétence faible sont le lobbying, la transformation (se servir du système pour changer les choses) et la connaissance du processus politique; le lobbying, la connaissance du processus politique et la gestion des questions d'intérêt ont aussi reçu une faible cote. Les aptitudes les plus souvent associées à des compétences élevées sont la gestion du changement, la pensée critique et la résolution de problèmes. Dans l'ensemble, les répondantes se sentent modérément à l'aise avec la plupart de ces aptitudes (55 %), très compétentes (19 %), peu compétentes (17 %) ou pas compétentes du tout (5 %). Trois pour cent (3 %) des participantes n'ont pas répondu à la question.

Perception à l'égard des grandes questions touchant la famille

Les répondantes devaient proposer, par ordre d'importance, trois questions qu'elles estimaient influencer le bien-être et l'habilitation économiques, sociaux, physiques ou émotifs de l'individu et de la famille. Voici un résumé des opinions exprimées. Dans l'ensemble, les résultats révèlent une préoccupation pour le bien-être économique, social, émotif et physique. (En raison des réponses multiples, les chiffres ne donnent pas un total de 100.)

- Chômage - 40 % (chômage, insécurité de l'emploi, recyclage, équité salariale, emploi des jeunes)
- Économie et dette fédérale - 31 % (déficit fédéral, situation économique, récession, développement durable, libre-échange, mondialisation des marchés et de l'économie, réduction des dépenses gouvernementales)
- Stabilité familiale - 25 % (violence, crime, soutien du noyau familial)
- Éducation - 22 % (qualité des systèmes d'éducation, réduction du financement, accessibilité, perte de cours en économie familiale)
- Filet de sécurité sociale - 21 % (pauvreté, réforme de l'aide sociale)
- Réforme des services de santé - 14 %
- Garderies et soins aux personnes âgées - 13 % (coût abordable, accessibilité, qualité et financement)
- Valeurs et qualité de vie - 12 % (absence d'éthique, de sens moral et d'habilitation, systèmes de valeurs changeants, érosion de la conscience sociale, intolérance sociale envers la diversité de races, sexes, religions, orientations sexuelles)

- Environnement - 9 %
- Égalité des sexes - 7 %
- Vieillesse de la société - 7 % (réforme des pensions, habilitation des personnes âgées)
- Impôts - 4 % (iniquité fiscale, réforme fiscale, révolte des contribuables, niveau d'imposition)
- Sécurité alimentaire - 3 %
- Endettement des consommateurs - 2 %

Proposition d'un plan d'action de l'ACd'EF pour la formation en matière de politiques

Cette dernière partie du résumé des résultats de l'enquête sur la politique gouvernementale s'inspire des résultats de cette enquête et présente un plan d'action de l'ACd'EF pour de la formation en matière de politiques. De toute évidence, la principale recommandation concerne la reprise et le perfectionnement de cette enquête dans moins de cinq ans; on peut s'attendre à beaucoup de réalisations durant cette période. Et, compte tenu de ce délai, les quelque trente suggestions devraient servir à formuler deux plans: a) travailler avec les outils actuels de l'ACd'EF au cours des deux prochaines années, et b) lancer de nouvelles activités, certaines plus simples que d'autres, au cours des cinq prochaines années. La figure 1 propose un aperçu des recommandations. Les membres devraient pouvoir se fier à l'Association pour ce qui est de la faisabilité et de l'état prioritaire de ces recommandations. De plus, la liste de ces recommandations quoique complète, n'est pas exhaustive. Le CPG accueillera favorablement toute autre suggestion. Surtout, nous invitons nos lectrices à communiquer avec l'ACd'EF pour obtenir le rapport complet, qui expose le bien-fondé de chacune des recommandations. Nous voulons lancer le dialogue et obtenir d'autres interprétations des résultats. Il faut agir.

Conclusions

Une répondante a déclaré qu'elle «s'engagerait SEULEMENT si nous trouvons un moyen d'augmenter la visibilité de l'ACd'EF et de l'économie familiale.» L'ACd'EF se tourne donc vers son énoncé de mission, qui stipule notamment que l'Association doit renforcer la profession de l'économie familiale. Il faut étudier le rapport entre l'image et le profil de l'économie familiale et le rôle des économistes familiales dans le domaine de la politique gouvernementale. L'ACd'EF doit s'attaquer aux questions de légitimité, de crédibilité et d'influence sur la scène politique, non seulement pour elle-même, mais aussi pour ses membres qui y sont déjà actives. (Le CPG prépare actuellement un document qui porte sur l'ACd'EF comme groupe d'intérêt.) Il est essentiel que a) l'organisme national se perçoive comme un groupe d'intérêt agissant au nom des familles, b) que les autres organismes, l'industrie et le gouvernement voient l'ACd'EF dans ce rôle, et, c) que les membres de l'ACd'EF reconnaissent aussi ce rôle de leur Association. D'égale importance est le point d) la perception et la réalité selon lesquelles l'ACd'EF soutient ses membres qui s'engagent sur la scène politique.

Notre pays n'est pas le seul où les économistes familiales sont confrontées au dilemme de la crédibilité et de la légitimité en tant qu'intervenantes politiques au nom des familles. Lorsqu'on m'a demandé de prononcer l'allocution principale à l'atelier sur les économistes familiales et la politique gouvernementale en Australie, on m'a donné le

Figure 1 — Plan d'action proposé de l'ACd'EF pour de la formation en matière de politiques (en supposant la volonté politique de l'appliquer)

Stratégies réalisables dans le cadre de l'infrastructure et des activités actuelles de l'ACd'EF	Nouvelles activités et démarches que l'ACd'EF pourrait exécuter ou lancer
Activités qui peuvent être achevées en deux ans • Promouvoir la mission et les objectifs de l'ACd'EF • Continuer de promouvoir le code de déontologie • Promouvoir la mission générale de l'économie familiale • Exercer des pressions pour des cours universitaires sur la formulation de politiques • Réitérer l'importance de l'engagement politique • Publier et vendre ce rapport • Promouvoir l'ensemble des outils actuels de l'ACd'EF visant une formation en matière de politiques (Modèle de gestion des questions d'intérêt, Comité de la politique gouvernementale, diverses rubriques de la <i>Revue canadienne de l'économie familiale</i> : politiques, Opération Alerte, principes de la politique familiale) • Continuer d'établir le profil des lectrices • Continuer de préciser le sens de l'engagement politique • Échanger de l'information sur l'éducation avec l'EFE • Continuer de promouvoir la perspective de l'écologie humaine • Réitérer l'importance des valeurs et des moeurs • Prendre des décisions liées à la politique privée autant que gouvernementale • Promouvoir les principes de la politique familiale	Au cours des cinq prochaines années • Reprendre l'enquête. • Élaborer un programme interne de formation en politiques • Planifier et tenir une conférence sur la politique • Planifier et tenir des ateliers avant et après le congrès • Faciliter l'échange d'expériences en politique • Offrir des ateliers d'analyse et de recherche sur la politique • Offrir une formation de relations avec les médias • Offrir des ateliers sur la gestion du temps et du stress • Dresser une liste de conférenciers et de personnes-ressources sur la formation en matière de politiques • Dresser un inventaire des ressources relatives à la formation en matière de politiques • Préparer une série de monographies sur la formation en matière de politiques (inspirées notamment des conférences) • Rédiger une série de cinq énoncés de principes sur la politique concernant le bien-être de la famille • Tenir une séance Delphi sur la politique une ou deux fois l'an • Établir un programme de conseiller ou de partenariat sur la politique • Créer un nouveau champ d'activité : l'économie familiale dans la communauté; élargir les rangs de l'EFA pour inclure les entrepreneurs • Encourager les échanges de gestionnaires • Élaborer un répertoire de la politique gouvernementale ou y accéder • Élaborer un modèle de recensement des fonctionnaires • Établir des réseaux professionnels • Produire un répertoire sur la politique à l'intention des économistes familiales • Créer un fonds de l'ACd'EF pour la formation en matière de politiques • Améliorer l'image de l'ACd'EF et de la profession sur la scène politique

thème suivant : «Le défi pour les économistes familiales de se faire accepter comme participantes au processus politique gouvernemental : une perspective canadienne» (McGregor, 1995). Ce titre laisse supposer que, parce que nous sommes des économistes familiales, nous aurons de la difficulté à fonctionner dans l'arène politique. J'aimerais que les économistes familiales et le public en général pensent autrement : parce que nous sommes des économistes familiales, nous sommes bien accueillies par les intervenants du monde politique et nous sommes considérées comme des professionnelles aptes et engagées à habilitier les personnes, la famille et la société. C'est là que réside le défi.

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On the Job

Profile of a Home Economist

Opening New Doors

by Barbara C. MacDougall

Roger Whittaker's rendition of "Changes" reminds us to pay attention to the changes we make as what we do in the present often affects what we do for the rest of our lives.

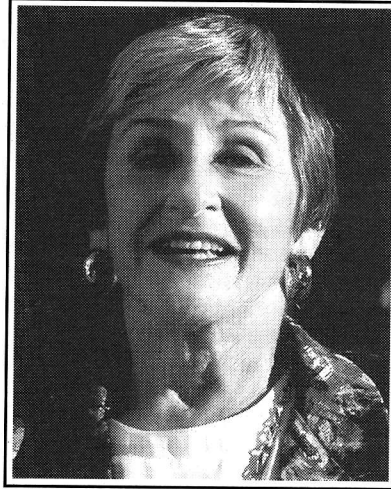
In reviewing my life, I have to think that, in many ways and certainly by today's standards, it has been a very traditional life. I was very fortunate to have attended the University of Manitoba when Grace Gordon Hood was the director of Home Economics and Grant McEwen was the dean of Agriculture (Agriculture and Home Economics were considered a single faculty.) Dr. Hood described herself as "a sociologist from Chicago," who placed a strong emphasis on studying all aspects of "the family" – sociological, psychological, economic, etc. During that era, we also had a good generalist education in all aspects of home economics.

Participation in sports has always been important to me, and at 22 I did the "traditional" thing, and married my basketball coach, Don. We had our first child when I was 24, and the other two followed on schedule at 26 and 28.

But at 34 I began to wonder "is this it?" At this point, I read Betty Friedan's *Feminine Mystique*. It was a great relief to discover that at least one other person on this earth shared some of my feelings. At that time, we (women) were all, and especially home economists, programmed to believe that our lives were to be totally devoted to home and family. To admit that this was not totally fulfilling was heresy! It is interesting to note in retrospect that my home-ec friends and colleagues thought I was a "radical feminist," while my women psychology friends and colleagues thought I was a "pussycat traditionalist."

During the early 60s, I was very active in the Calgary Home Economics Association, including a term as president. (We stopped calling it a "club" during this period.) In 1965, I returned to university, the young and vibrant University of Calgary. I took four years to complete 10 courses to earn a B.Ed. During this time, I served as CHEA director for Alberta, a very exciting and stimulating experience. Sally Henry was the dynamic president of CHEA. One of the issues of the day was how the association was going to pay to have all Minutes, and other business of the association, printed in French as well as English! It was impressive to be at the 1995 Conference in Edmonton and to experience the active participation in CHEA of our francophone sisters.

Perhaps I can share with you a recollection of those Board meetings almost 30 years ago. Kay Spicer was also in attendance, and we shared a joke about me taking my birth control pills – remember they had only been legal for four years. At the '95 Edmonton conference at breakfast I murmured that "I must not forget to take my 'magic pills'."



Linda St. Onge said, "Oh, your birth control pills." "No," I replied, "we're at a different stage – hormone replacement therapy."

I commenced teaching in 1969 — Junior High Home Economics. It was very exciting. During the early 1970s, I transferred to Senior High. I was on the executive of the Alberta Home Economics Association, as president in 1974/75, and on the Board of Directors of the Calgary Co-operative Association from 1967 to 1976. Calgary Co-op is currently one of the largest consumer co-ops in North America. In 1976 I completed my MSc in Educational Psychology, and, after a sabbatical, returned to the Calgary Board of Education to work on the new Family Life

and Sex Education curriculum team. This was a new and challenging field for a home economist. Stephanie Charron reminded me recently that I had done a presentation at the 1978 Conference in Calgary on Pornography and Family Violence. I hope we see more home economists taking an active role in reducing these negative influences on the family.

I started the 1980s in a very exciting fashion by taking flying lessons, and getting my pilot's licence. In 1982-83 I got a half-leave/half-sabbatical from the Calgary Board of Education. Part of my leave was spent travelling in Australia with my husband, the purpose being to watch our son Bob play badminton for Canada in the Commonwealth Games. (They won a silver medal in the team event!)

Once again I represented Alberta on the CHEA Board of Directors from 1978 to 1980, and from 1980 to 1984 I was chair of the Family and Human Development Committee. I seem to recall us writing many briefs to governments and Royal Commissions! There were also presentations at CHEA Conferences, which led to an invitation to teach summer school at the University of New Brunswick during the summer of 1986. That was a wonderful experience – I can never thank all those New Brunswick home economists enough for that wonderful summer.

After I took early retirement from the Calgary Board of Education in 1989, I spent the next two years caring for my mother and being the first student in the Family Therapy Training Program at the Holy Cross Hospital in Calgary, as well as continuing with my psychology practice in marriage and family therapy.

With a "life revue" such as I have shared with you comes "life validation" that a life has been lived. This validation also comes from family and friends. Carol Blyth, a fellow home economist, and I recently did a presentation for "seniors" at which time we both acknowledged the impact World War II had on our lives. For example, buying War-Saving Stamps at school every Friday. It was all those

weekly savings that ultimately paid for the tuition for my first year at university. I also recognize that my early love of sports as well as introducing me to my husband of 42 years has led to a new realization that fitness activities are not something that one does in one's leisure time. Rather it is now our "job" to devote a certain number of hours each week to maintaining fitness. As always, I seem to be seeking balance in my life. I am continuing to not only try to find time for physical fitness but also to maintain and enhance relationships with family and friends, achieve financial security, and achieve and maintain spiritual fitness. I strive also to eliminate what Dr. Carl Ridd, recently retired from the University of Winnipeg, calls "the three yokes of slavery," Sexism, Racism, and Classism.

In conclusion, I want to emphasize how much my general course in home economics has stood me in good stead. Young people today, and I say especially home economists/human ecologists, need courses in entrepreneurship, marketing (of ourselves as well as of the products), and the ability to write a business plan. We should be seeing more home economists who are money-management counsellors, financial advisors, and home management consultants. I know there are some very good home economists out there doing this job, but not enough. I was in Bangladesh last spring, and a highlight was being able to visit our sponsored child who lives near Dhaka. Upon my return I made a presentation to World Vision in Calgary. One of the attendees wanted to know where one learns about "this economics" which is part of home economics. She wanted to acquire this skill so she could return to Thailand and help rural women to market their skills and products. Unfortunately, I had to direct her to sources other than home economics to acquire these skills.

It is fun to "dream big" about the future. There are some wonderful new books on the market—many of them authored by women about planning for the future. I am personally

looking forward to spending more time at Kootenay Lake, my home, mastering the computer, perhaps getting on the internet, and continuing my psychology practice in individual, marriage, and family therapy.

I would like to conclude with a poem from the book *Growing Old Disgracefully* by the Hen Co-op in London, England.

KILL THE CAT¹

The damned cat!
A metaphor
For all the weights we tether to our ankles
To hold us to the ground.
I can't do that because...
— I'm just too old to try
— I might look a fool
— the family would not like it
— my friends would not approve
— I must think of the needs of others
— the children might need me
AND — I can't leave the cat!
BUT — It's your turn now.
Free yourself and take to the air
Spread your wings,
Allow yourself to fly...
— you are never too old to try
— so what if you lose your dignity
— the family will still love you
— think of your own needs
— the children will be freed
AND — if you can't make arrangements for the cat,
it has had a long and happy life and it's your turn now.

¹ Reprinted with permission from *Growing Old Disgracefully* by The Hen Co-op, copyright 1994, The Crossing Press, Watsonville, California.

Call for Papers

Canadian Home Economics Journal

1996 Vol. 46 and 1997 Vol. 47

General Theme: After Beijing – Equality, Development, and Peace

Submissions are invited for any of the following topics based on the areas of concern from the Beijing Fourth World Conference on Women:

Work and the Economy • Peace, Violence, and the Environment • Health and Sexuality
The Girl Child, Her Education, Health, Discrimination • Education and the Media
Poverty, Food Security, Homelessness • Human Rights with a Global Focus
Home Economics/Human Ecology and Political Decision-Making

Submissions will be considered for any section of the *Journal*:

general, review, and research articles, letters, book reviews, film/video reviews, abstracts or summaries of current literature, as well as the usual departments—On the Job, Home Economists Speak Out, What Do You Say When, and Home Economists in Public Policy. Other articles and contributions will also be accepted, e.g., descriptions of local community projects and initiatives, reflection on practice, history, and culture. General articles may be subjected to peer review.

Since these topics are all inter-related and since it is difficult to schedule *Journal* content from volunteer contributors, submissions will be accepted at any time. The usual deadlines will be observed.

Deadlines for submission: 1 March for Summer issue
15 June for Fall issue
15 September for Winter issue
15 December for Spring issue

What Do You Say When Asked

What Happens to Traditional Culture When the International Media Dominates?

Ann Gacheri Kiunga

One cannot go far without coming across some form of communication medium, be it posters, cartoon strips, newspapers, television, or radio. The media has a profound influence on shaping our perceptions, attitudes, and beliefs. This indeed indicates that it affects our way of life and touches cultural values and practices (Emmond, 1990). The following discussion will include the use of global media in creating distorted views of both the western culture and the developing world, how the same media can be utilized to bridge that knowledge gap, and some of the implications for home economists presently faced with multicultural and global issues.

As global media evolves, the world becomes a smaller place. Peoples of all walks of life meet and cultures converge as people migrate to different countries, permanently or for academic exchange within institutions and universities. There is a need for cultural understanding and acceptance in that we all cannot have the same attitudes and beliefs. Culture is dynamic. The media can make or break the understanding of cultural diversity by portraying certain cultures as superior to others instead of underlining both their positive and negative aspects.

Although the international media comments on and covers world events, it is owned and controlled by the developed nations. It seems to serve their agenda in that the perceptions, biases, and definitions of development, education, and global issues projected by international media portray their interests and not those of the developing nations. Ironically, according to Regan (1984), 75% of the world's population live in the developing countries yet many texts, syllabi, and reports in the media make no reference to them; if and when references are made, they are often ethnocentric and paternalistic. Most of the positive media coverage usually portrays Kenya and most of Africa as wildlife country for tourism. Granted, there is exotic wildlife, but the people are never referred to. In today's realm of environmental conservation, game parks and wildlife sanctuaries are top priority for donor aid at the expense of the people living in those areas.

Within African culture, the community and especially the extended family are very important. Individuals depend on one another as well as on their communities. The concept of interdependence is not new to the African. However, the international media portrays Africa as a dependent and helpless continent. The developed nations depend on raw materials from Africa and market their produce to these nations indicating a global interdependence. To be a beggar

is not part of anyone's culture but the media paints that very picture of Africa.

Entertainment media, through television and radio, propagate the western way of life as the "best." This has affected family values and language in Africa. For the young people, the vernacular languages are ignored and English slang is favoured. The media as an agent of development should not attempt to impose the western culture on people; rather it ought to be a tool that sheds light on favourable cultural practices such as the value of life and family cohesiveness that is part of African culture. Zorika (1994) recommended that the developed nations need to adopt models of child-care from Kenya and Columbia where, culturally, child care involves a community effort. This would indicate an exchange of ideas in solving problems and utilizing positive cultural practices.

With this in mind, there is a need for development education and a change in media representation of the developing world. Media should be used to show factual, positive situations in other parts of the world and not emphasize negative pictures and stories of hunger and malnutrition only, or distort events to enhance a colonial mentality in both the western nations and the developing nations. The international media, being the watchdog for the public, is responsible for informing the rest of the world on how the developed countries deal with poverty issues and issues of unemployment so as to remove the stereotype of a problem-free rich western society and provide a forum for discussing such issues in a more objective manner.

There is a need for development education in developed countries to create an awareness and appreciation of cultural diversity. Three questions must be considered within development education: Where do our attitudes come from and how are they formed? How are stereotypes reinforced? What influences are important? Emmond (1990) suggested that the media plays a key role in shaping attitudes.

The acquisition of knowledge of social and cultural dimensions in both developed and developing nations and

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Note

Based on a presentation at the 1995 CHEA International Development Workshop, Edmonton.

the development of analytical skills are two other aspects that bridge the knowledge gap that presently exists. According to the United Nations, development education seeks to enable people to participate in the development of their community, their nation, and the world as a whole. Such participation implies a critical awareness of local, national, and international situations.

The task for the media, then, is to promote global literacy and international understanding. In western nations, people respond to the media, but in Africa the majority of the people are preoccupied with basic problems of procuring food and shelter and they may have no time to "waste" in responding to media messages. In the face of this challenge with the media, skills in the following areas are key to dealing with different cultures: recognizing our values and their influence, empathizing with other cultures as opposed to sympathizing with them, and critically analysing information from the media. Given the present cultural diversity within universities in North America and in international development projects, home economists need to integrate and expand their outreach to different cultural groups and develop cultural sensitivity.

Hertzler (1991) reiterated that research is needed to identify factors that enhance home economics education in diverse cultural groups domestically and internationally in adapting foodways that improve health and quality of life. This implies that cultural values and personal beliefs have to be incorporated within intervention projects and research situations so that people feel they have input in their own development.

The International Federation of Home Economics raised pertinent questions as to how home economics relates to cultural, ethnic, and international issues. The goal of health for all by the year 2000 challenges nutritionists and home economists to reach all people in their environments with

nutrition messages that enable them to make healthier food choices and improve their health. For this to be a reality, home economists need to be aware of development issues and integrate diverse family situations and lifestyles into program planning. There is a need to address global issues as part of the home economics curriculum and other subject areas, so as to enhance an education that does not limit itself to regional crises or particular problems but one that illustrates the differences and similarities between people, highlighting the diversity of views, experiences, and approaches to the world.

Powers (1994) emphasized that professionals in the field of human ecology need to promote multicultural education. A global multicultural focus will be a priority in higher education in the future, since North America is becoming more multicultural, making the understanding of non-Western traditions a priority. Global issues and problems need global solutions. Since the media informs, educates, and sells advice, it can be a useful tool in cultural exchange especially in conveying lessons and insights from different cultures to help solve global crises.

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Canadian Home Economics Association

Home Economics is concerned with all aspects of daily living including human relationships and development, resource management, consumerism, foods and nutrition, clothing and textiles, housing, and aesthetics. Home Economics brings together knowledge from its own research, the sciences and the arts and uses this knowledge to assist people in enhancing their daily lives.

Code of Ethics

As a home economist and as a member of the Canadian Home Economics Association, I pledge to practise home economics to the best of my abilities, and to:

1. Uphold the mission of home economics to enhance the quality of daily life for individuals and families.
2. Support the Association and further its aims.
3. Discharge my professional duties with integrity.
4. Strive to provide the best service available and only that service for which qualifications are possessed.
5. Inform the public and employer of possible consequences of services, products, and policies which may impact the well-being of individuals and families.
6. Strive to make judgments and recommend solutions in a rational, just, and unbiased manner in such matters as confidentiality and conflict of interest.
7. Strive to protect the public in the event of unethical or incompetent behaviour of colleagues and fellow family professionals.
8. Strive to be cooperative and equalitarian in approach to clientele and colleagues.
9. Maintain high standards of professional practice through continuing education, critique and reflection of professional experience, and participation in dialogue with the professional community.
10. Reflect critically on optimum conditions for human health and well-being.
11. Conduct myself at all times so that no dishonor befalls individual members or the profession.

Home Economists Speak Out

Sexual Harassment Education: A Part of Home Economics Education

Linda Peterat, Ellen Hall, and Susan Tannar

Home economics educators are increasingly conscious of the need to teach about and for gender equity in their classrooms (Hayibor & Peterat, 1995). The Canadian Home Economics Association specifically encourages "gender balance in home economics curricula and teaching strategies in both Canada and the Third World" (CHEA Strategic Plan, 1994, p.125). However, those who have seriously taken up the task of fostering gender equity in home economics classes and schooling have quickly become aware of the forms of harassment which many girls and some boys experience every day in their classrooms and schools (Eyre, 1992; Hall, 1993). While it may appear that schooling and curricula are becoming more gender conscious or gender balanced, there are indications that sexual harassment is becoming more frequent and more violent in schools. Sexual harassment is a serious threat to gender equity. It is often experienced individually by students and, unless taught about, many students accept it as a natural part of growing up rather than as a violation of their human rights.

Human Rights Acts generally state that everyone must be allowed to carry out their job without fear of sexual harassment. Employers are responsible if sexual harassment occurs in the workplace. Schools are considered to be workplaces for students and thus school boards are obligated to provide harassment-free settings for students, teachers, and all employees (British Columbia School Trustees Association, 1992).

Sexual harassment is very common in schools. As early as kindergarten, young girls learn that they had better wear long pants on certain "flip-up Fridays" or expect to be tormented

by boys who consider it acceptable to run about flipping up the girls' dresses. In the elementary grades, girls learn to accept boys' comments on their bodies, breasts, buttocks, and faces. Degregatory terms used against girls and boys as comments on their sexuality are common weapons of harassment. In secondary schools, grabbing and groping of girls' bodies and physically restraining their movements in hallways and classrooms are other forms of harassment. Sexual harassment is also directed against girls and boys who enrol in non-traditional courses, for example, boys in family life and parenting courses or girls in automotive or physics courses.

Sexual harassment is defined by the British Columbia Human Rights Coalition as "unwelcome sexual attention that can cause you to feel frightened, depressed or guilty" (O'Donnell, 1988, p.11). It can include: "repeated crude verbal suggestions and/or jokes; displaying centrefolds and pinups where women work; inappropriate body contact such as brushing up against you, pinching, grabbing, kissing, or patting; leering, ogling, and making obscene gestures; outright sexual assault" (O'Donnell, 1988, p. 11). Degrading personalized graffiti on school property is also a form of sexual harassment (Stein, 1993).

Including a unit or several lessons on sexual harassment education in many courses can enable students and teachers to recognize occurrences of sexual harassment in their own experiences and in schools. Many young people who are targets of sexual harassment are unaware that others have had similar experiences. They may feel and believe they are the only ones receiving such treatment and they are in some way different and deserving.

Experiences of harassment are frequently not reported and the recipients feel isolated and powerless. Sexual harassment can affect students both physically and psychologically. Physical symptoms can include headache, nausea, and stomachache. Girls and boys who are victims suffer psychologically much damage to their self-esteem and confidence. They may change schools, drop out of school, attempt suicide, alter their personalities, or undergo surgery to alter their bodies. Educational opportunities may be lost as a student's academic achievement declines, or courses are dropped from their timetable.

Teaching about sexual harassment can enable students and teachers to know how to respond to incidents of harassment they experience, and to make changes in their schools and school districts. Sexual harassment education can be the first step in developing a sexual harassment policy for a school. Home economics teachers and their students who are informed about sexual harassment should assume leadership and initiate change in their schools. Requests to develop sexual harassment policy can be taken to school committees on safety, violence

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Note

The research on which this article is based is funded by the Gender Equity Program, British Columbia Ministry of Education.

prevention, comprehensive school health, or equity, because it is an issue of concern which falls under all these mandates. A school policy should contain a definition of sexual harassment, examples of sexual harassing behaviours, and procedures to be taken if sexual harassment occurs. The policy should be published in the student handbook or agenda and in the school policy handbook. In order for the policy to be effective, it will need to be supported by an in-service program. It is important to provide educational sessions for staff, administrators, support staff, and students in the school (Stein, 1993). Education is a key to preventing and reducing the damaging affects of sexual harassment.

Sexual harassment education is concerned with teaching students to recognize sexual harassment, to understand their rights, and to develop skills for dealing with harassment in their lives; and with encouraging teachers to assure sexual harassment policies and mechanisms for dealing with incidents are in place in their schools. Home economics teachers can teach about sexual harassment in several courses. It is appropriate in any course on family and interpersonal relations. It can be part of a discussion at the start of all courses when establishing guidelines for respect and an atmosphere conducive to learning. It is a necessity in any course where work experience or preparation for careers is involved.

Without education about sexual harassment, students are usually unable to name their experience of har-

assment as a violation of their rights. Rather they are likely to accept it as a part of life. Girls accept domination on the playground and sexual teasing as a "natural" part of growing up. They experience harassment as part of life in school, in the workplace, in the street, and possibly in their homes.

If teachers are to teach about sexual harassment, they need to be aware of its many dimensions in their classroom. Linda Eyre (1992) illustrates the way harassment occurs often in the "sub-text" of schooling; for example, the comments that students make among themselves during a lesson or demonstration. Teachers often ignore such comments as irrelevant, rather than seizing them as opportunities for discussion of justice and equity issues. Evading these comments sends the message that harassment is okay. Silence by adults gives permission for harassment to continue.

An Ontario Secondary School Teachers' Federation study reported that, of students who had been harassed, 95% experienced harassment in the hall, 63% in the classroom, 56% outside the school on school grounds, and 59% in the cafeteria (1994). Such figures indicate that teachers are in a position to be able to make a difference in the harassment that students experience. June Larkin concludes in a recent study of Ontario high school girls that "tackling the problem of sexual harassment in school may be the key to providing equal education for girls, because it is one of the most powerful forces working against female stu-

dents" (1994, p.14). She states: "unless we confront the problem of sexual harassment in schools, our lofty statements about providing gender equitable education are meaningless. Harassment is a major barrier of girls' education" (1994, p.16). If schools are to provide equitable educational opportunities for all, then we must establish learning atmospheres that don't condone harassment. If home economics teachers are to be a force for gender equity, they must place sexual harassment education on the agenda in their classrooms.

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Current Literature

compiled by Sheri McBride

Clothing and Textiles/Textiles et habillement

Canadian exporting and non-exporting apparel firms: An analysis of manager-related variables.

Huddleston, P. & Oliver, B. (1995). *Clothing and Textiles Research Journal*, 13(3), 165-170.

The Canadian apparel industry has seen a decline in market share due to low cost imports which have increased from 35% in 1975 to 42% in 1986. One strategy to counteract this erosion of the market share is to export to foreign countries. Exporting creates opportunities to compete in new markets and take advantage of market niches. But exports comprise only 3% of total Canadian apparel shipments. The purposes of this study were to: a) examine the attitudes of Canadian apparel chief executive officers toward exporting and b) to compare demographic characteristics of chief executive officers of exporting and non-exporting firms. A self-administered questionnaire was mailed to 511 apparel manufacturers, with 56 usable questionnaires returned. This low response rate is similar to or higher than other similar studies, therefore the results can be viewed as significant. The results showed CEOs of non-exporting firms perceived that exporting is more complex and expensive than did those of exporting firms. The responses suggested this may be due to the non-exporters lack of experience which prevents them from pursuing an export program and opportunities to capitalize on the benefits of the Free Trade Agreement. In addition, these findings support the perception by those in the apparel industry that the Canadian apparel industry lacks sophistication in market development.

This study also found that two CEO characteristics had an effect on their firm's propensity to export extensively. CEOs with at least some college education and who had travelled to the US were more likely to be exporters than were those who did not have similar backgrounds. Responses indicated that college education and exposure to different cultures equipped a person with the skills to identify and capitalize on new markets. Both groups of CEOs seemed to agree that the Canadian government did not support apparel exporters.

Supplementary listing of articles:

Consumers' perceptions of apparel quality over time: An exploratory study. Abraham-Murali, L. & Littrell, M. (1995). *Clothing and Textiles Research Journal*, 13(3), 149-158.

Underlying determinants of clothing quality: The consumers' perspective. Hines, J. & O'Neal, G. (1995). *Clothing and Textiles Research Journal*, 13(4), 227-232.

Influence of milkweed fiber length on textile product performance.

Cox-Crews, P. & Rich, W. (1995). *Clothing and Textiles Research Journal*, 13(4), 213-219.

Submitted by:

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Family/Consumer Studies La Famille/Consommation et gestion

Elderly clients' perceptions: Individual health counselling and group sessions.

Viverais-Dresler, G.A., Bakker, D.A. & Vance, R.J. (1995). *Canadian Journal of Public Health*, 86(4), 234-237.

This descriptive, exploratory study examined elderly clients' perceptions of individualized health counselling and group wellness sessions that were offered by public health nurses in clinic settings. The sample included 36 elderly persons living independently in the community. The participants reported that individualized health counselling and group wellness sessions provided different kinds of benefits and services. Monitoring of health status, support, and health teaching were valued nursing activities within individualized health counselling. Participants said that group wellness sessions were an effective means of acquiring general knowledge about aging and lifestyle choices but this format could not totally meet all their health care needs. Regardless of clinic type, blood pressure monitoring was viewed as important. Recognition of elderly clients' perceptions is crucial in planning and implementing programs that are appropriate and acceptable for improving the quality of life for this age group.

Cette étude descriptive-corrélative avait pour but d'examiner la perception des personnes âgées face à leurs consultations individualisées en santé, ainsi que leurs sessions de bien-être en groupe offertes par des infirmières du service de santé publique en cliniques communautaires. L'échantillon comprenait 36 personnes âgées qui vivaient autonomes dans leur communauté. Selon les participant(e)s, les consultations individualisées et les sessions de bien-être en groupe leur offraient des bénéfices et des services différents. L'évaluation de l'état de santé, le support et l'enseignement étaient parmi les activités de l'infirmière qui étaient valorisées dans les consultations individualisées en santé. Les participant(e)s ont exprimé que les sessions de bien-être en groupe étaient une façon efficace d'acquérir des connaissances générales sur le

processus de vieillissement et les choix possibles par rapport aux styles de vie. Cependant, ce format ne pouvait pas recontrer complètement leurs besoins de santé. Malgré le type de clinique, la mesure des tensions artérielles était considérée importante. La reconnaissance des perceptions des personnes âgées est essentielle dans la planification et l'implantation des programmes appréciés et acceptés afin d'améliorer la qualité de la vie des personnes âgées.

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The changing suicide pattern in Canadian adolescents and youth, compared to their American counterparts.

Leenaars, A.A. & Lester, D. (1995). *Adolescence*, 30(119), 539-548.

Canada has a high rate of suicide among adolescents and youth—higher than the rate in the United States. The study of variation in societal suicide rates is still guided primarily by Durkheim's (1897) theory which proposed a primarily social integration/regulation theory of suicide. There is evidence that social and economic predictors of suicide vary depending upon the particular sub-group—women or men, and young or old. Rates of birth, divorce, marriage, and unemployment were analyzed and compared to rates of suicide from 1965-1985 in Canada and the United States for particular subgroups. In Canada, measures of domestic integration (divorce and birth rates) and the economy (unemployment rate) predicted youth suicide rates more successfully than they did adult suicide rates. In the United States for the same period, there was less variation in the predictors of suicide by age. Further research as well as caution about overgeneralizing the results are warranted.

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Perceptions of pregnant/parenting teens: Reframing issues for an integrated approach to pregnancy problems.

Rodriguez, C. Jr. & Moore, N.B. (1995). *Adolescence*, 30(119), 685-706.

Indisputably, unplanned teen pregnancies have myriad personal, family, and social consequences, but answers to questions surrounding this phenomenon are far less obvious. The purpose of this investigation was to determine correlations, if any, between personal, family, and educational background factors and unplanned teen pregnancy. An anonymous questionnaire was administered to 341 volunteer respondents in 14 Teenage Pregnancy/Parenting Programs (TAPPS). Significant differences among respondents were related to family relationships, race/ethnicity, and sexuality education. These findings provide valuable information for family science researchers, family life educators, health personnel, policymakers, and parents who wish to ameliorate the problems in teen pregnancy/parenting by reframing issues for a more integrated approach involving both prevention and intervention.

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Economic resources, influence, and stress among married couples.

Greaves, K.M., Zvonkovic, A.M., Evans, L.S. & Hall, L.D. (1995). *Family and Consumer Sciences Research Journal*, 24(1), 47-70. © 1995 by American Association of Family and Consumer Sciences.

Resource theory has suggested that power in a relationship rests on the ability to control important resources. With power defined as a potentiality, economic power as a concept needs to incorporate both the actual economic reward of income as well as the marital partners' potential as economic providers. One way to assess potential as an economic provider is by educational attainment. This research is drawn from a sample of 128 individuals (64 married couples). Using the couple as the unit of analysis, we divided the sample into different groups of couples. Results indicated that husbands' stress is related to the disparity of education, while wives' stress is related to the disparity of income. Results also indicated that stress was experienced when marital partners used certain influence strategies during the process of making a recent work/family decision.

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Generational differences in the meaning of retirement from farming.

Marotz-Baden, R., Keating, N.C. & Munro, B. (1995). *Family and Consumer Sciences Research Journal*, 24(1), 29-46. © 1995 by American Association of Family and Consumer Sciences.

Developmental stake theory posits that the parental generation will have a greater stake in the family and in family continuity than will their adult children. This research tested the effect of these differential stakes on the meaning of retirement for 365 members of the retiring generation and 276 members of the receiving generation currently farming in Canada and the United States. The hypotheses that more of the retiring generation would say retirement from farming meant exit from management responsibility and more of the younger generation would say retirement from farming meant exit from ownership were supported. The hypothesis that more of the younger generation would say retirement meant exit from labor was not supported. Both generations had stakes in farming and family, but the older generation had a greater stake in family continuity. Differences in expectations are predicted to result in intergenerational tension. Implications for practitioners and researchers are discussed.

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Fathers' occupational conditions, values of self-direction and conformity, and perceptions of nurturant and restrictive parenting in relation to young children's depression and aggression.

Curtner-Smith, M.E., Bennett, T.L. & O'Rear, M.R. (1995). *Family Relations*, 44, 299-305.

Data on 51 fathers and their preschool-aged children were collected for this study on the relations between fathers' job complexity, values of self-direction versus conformity, and perceptions of nurturant and restrictive parenting

and children's depression and aggression. Bivariate correlations revealed that fathers' job complexity was related to values, and values were related to fathers' perceptions of parenting. Fathers' values of self-direction and perceptions of nurturant parenting predicted children's depression but not aggression. Implications for practitioners and family life educators are discussed.

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Supplementary listing of articles:

Work-family conflict and the quality of family life: Specifying linking mechanisms. Weigel, D.J., Weigel, R.R., Berger, P.S., Cook, A.S. & DelCampo, R. (1995). *Family and Consumer Sciences Research Journal*, 24(1), 5-27.

Women of China: Working toward equity. Slimmer, V.M. (1994). *Journal of Family and Consumer Sciences*, 86(4), 11-16.

Rehabilitation teacher of blind and visually impaired adults: A career option for family and consumer sciences? Duffy, M.A. & Ruger, A.P. (1994). *Journal of Family and Consumer Sciences*, 86(4), 31-38.

Disclosure of HIV-positive status: five women's stories. Kimberly, J.A., Serovich, J.M. & Greene, K. (1995). *Family Relations*, 44(3), 316-324.

Foods and Nutrition Alimentation et nutrition

Nonresponse in dietary studies of preschool children with employed parents: analysis and implications.

Campbell, M.L., Trumble-Waddell, J.E. & MacPherson, B.D. (1995). *Journal of the Canadian Dietetic Association*, 56(3), 127-130.

As part of a recent Canadian initiative, nutrition surveys of the adult population in many provinces seek to establish a national database. Nutrition surveys of children have not been part of this initiative, although they are the obvious next step. Those involving preschool children present special challenges, especially because more preschoolers today than in the past have both parents in the labour force and recent evidence from the United States has shown that employed mothers with preschoolers have lower rates of participation in nutrition surveys than nonemployed mothers. Factors influencing nonparticipation were the focus of the present study which assessed the three-day food intake of a random sample of preschoolers (24-47 months) with dual-employed parents in Winnipeg. Nonresponse resulted from an inability to contact subjects in the initial sample, parents refusing to participate because they were "too busy", caregivers refusing due to sensitivities that arose, and dropouts throughout the study resulting from job loss and respondent burden. Participants differed from nonparticipants on family income, education, and occupation of the mother and father ($P < 0.05$). These results have implications for the design of large-scale nutrition surveys that wish to make inferences to the total population of preschool children.

Dans le cadre d'un projet canadien récent, des enquêtes nutritionnelles auprès de la population adulte de plusieurs provinces sont menées dans le but d'établir une base de

données nationale. Les enquêtes nutritionnelles auprès d'enfants ne font pas partie de ce projet, mais elles en constituent la prochaine étape. Celles qui portent sur les enfants d'âge préscolaire soulèvent des défis particuliers, surtout parce que les parents de nombreux enfants sont tous deux sur le marché du travail. En outre, des études récentes aux États-Unis montrent que les mères au travail ayant des enfants d'âge préscolaire ont des taux de participation moindres à des enquêtes nutritionnelles que les mères au foyer. Les facteurs qui influencent la non-participation font l'objet de la présente étude où les auteurs ont évalué l'apport alimentaire de trois jours d'un échantillon aléatoire d'enfants d'âge préscolaire (24-47 mois) de Winnipeg dont les deux parents travaillent. L'absence de réponse résultait de l'incapacité de joindre les sujets dans l'échantillon initial, du refus des parents de participer en raison du manque de temps, du refus des gardiennes qui voulaient garder l'anonymat, et des abandons au cours de l'étude en raison de la perte de l'emploi et de la charge de travail imposée au répondant. Les participants différaient des non-participants quant au revenu familial, au niveau de scolarité et à la profession de la mère et du père ($P < 0.05$). Ces résultats ont des répercussions sur l'élaboration d'enquêtes nutritionnelles à grande échelle qui ont pour but d'obtenir des données sur la population totale d'enfants d'âge préscolaire.

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Food label nutrition literacy: Tool development and assessment.

Sullivan, A.D. & Gottschall-Pass, K.T. (1995). *Journal of the Canadian Dietetic Association*, 56(2), 68-74.

A study was undertaken to develop a reliable and valid tool for assessing the ability of adults to use food labels to find nutrition information; to interpret information for differences between two similar products, and to problem solve using fat, salt, sugar, and fibre information. In Phase 1, an interview schedule was developed, items were validated for content by logical analysis, and the procedure was pretested before pilot testing with a convenience sample of 49 seniors. The 23-item instrument was found to have acceptable internal consistency reliability. In Phase 2, the schedule was converted to a self-administered questionnaire and tested with 66 adult clients of an urban clinic program. The Cronbach's alpha for the entire instrument was 0.86. Mean scores on each of the three subtests differed with age and education ($P < 0.05$) but not gender, shopping frequency, or buying practise. Significantly lower scores were obtained by the oldest group and by the least educated group. Content ideas for nutrition label programs were revealed.

Une étude a été entreprise dans le but d'élaborer un outil fiable et valide servant à évaluer la capacité des adultes à utiliser d'étiquettes alimentaires afin d'y trouver de l'information en nutrition, d'interpréter l'information pour repérer des différences entre deux produits similaires, et de comprendre l'information sur les matières grasses, le sel, le sucre et les fibres au point de résoudre des problèmes nutritionnels. Dans la phase 1, un calendrier d'entrevues a été établi, les étiquettes validées quant au contenu par analyse logique, et le protocole pré-testé avant le test pilote mené auprès d'un échantillon disponible de 49

personnes âgées. On a trouvé que l'instrument comportant 23 items possédait une fidélité interne acceptable. Dans la phase 2, l'entrevue a été transformée en questionnaire à remplir soi-même qui a été testé auprès de 66 clients adultes d'un programme clinique en milieu urbain. L'alpha de Cronbach pour l'instrument entier se chiffrait à 0,86. Les scores moyens à chacun des trois sous-tests différaient avec l'âge et le niveau de scolarité ($P < 0,05$), mais le sexe, la fréquence d'achat et les habitudes d'achat n'avaient pas d'effet significatif. Le groupe le plus âgé et celui dont le niveau de scolarité était le plus faible ont obtenu des scores significativement plus bas. L'étude a permis de dégager des idées de contenu pour des programmes d'étiquetage nutritionnel.

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A survey of ODA members' perspectives on practice-based research.

Sheeshka, J., Martin, L., Keller, H. & Goettler, D. (1995). *Journal of the Canadian Dietetic Association*, 56(3), 113-118.

The Research Committee of the Ontario Dietetic Association (ODA) sought to determine Ontario dietitians' attitudes towards research, research experience, barriers to participating in practice-based research, and intentions to pursue post-graduate education. A total of 372 randomly selected ODA members were mailed an eight-page, 39-question instrument; 293 (79%) members completed the questionnaire. Overall attitudes towards research were favourable (mean $\pm$ SD = $3.83 \pm .53$, possible range = 1 to 5), and differed with area of practice ($P = 0.0004$) and the number of professional associations respondents belonged to ($P = 0.017$). Attitudes were not correlated with year of undergraduate degree and did not vary with work setting, or presence/absence of other dietitians in the workplace. Only 64 (22%) respondents did not have a personal interest in carrying out research activities. On average, respondents had participated in only four of 15 different research activities listed; they identified a need for more physical resources (money, manpower, computers), more time available at work for research, and mentors with research experience. In the next 1-5 years, 47% of respondents without post-graduate education are somewhat or very likely to undertake a graduate degree or diploma/certificate. The most important considerations in

pursuing post-graduate education were the monetary cost, need to leave current employment, and personal/family obligations.

Le Comité de la recherche de l'Ontario Dietetic Association (ODA) a tenté de déterminer les attitudes des diététistes de l'Ontario envers la recherche, l'expérience en recherche, les obstacles à la participation à la recherche basée sur la pratique, et de connaître leurs intentions de poursuivre des études supérieures. On a posté à 372 membres de l'ODA choisis au hasard un questionnaire de 8 pages comportant 39 questions; 293 (79%) l'ont rempli. Les attitudes générales envers la recherche étaient favorables (moyenne $\pm$ écart-type = $3,83 \pm ,53$; écart possible = 1 à 5), et différaient selon le secteur ($P = 0,0004$) et le nombre d'associations professionnelles dont les répondants étaient membres ($P = 0,017$). Les attitudes n'étaient pas liées à l'année de fin d'études de premier cycle et ne variaient pas selon le milieu de travail ou selon la présence ou l'absence d'autres diététistes dans le milieu de travail. Seuls 64 (22%) répondants n'avaient pas d'intérêt personnel à mener des activités de recherche. En moyenne, les répondants n'avaient participé qu'à quatre des quinze activités de recherche énumérées; ils ont signalé le besoin de disposer de plus de ressources (argent, ressources humaines, ordinateurs), de plus de temps pour se consacrer à la recherche, et de mentors ayant une expérience en recherche. Au cours des cinq prochaines années, 47% des répondants sans formation au-delà du baccalauréat entreprendront probablement ou certainement des études de deuxième cycle ou de certificat. Les considérations les plus importantes pour la poursuite d'études supérieures étaient le coût, la nécessité de quitter l'emploi actuel et les obligations personnelles ou familiales.

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Supplementary listing of articles:

Dietary intakes of children age 8 to 15 years living in Saskatoon. Whiting, S., Colleaux, C. & Baccheto T. (1995). *Journal of the Canadian Dietetic Association*, 56(3), 119-126.

Food security and nutritional concerns of parents in an economically disadvantaged community. Badun, C., Evers, S. & Hooper, M. (1995). *Journal of the Canadian Dietetic Association*, 56(2), 75-80.

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New Developments...

compiled by *Nancy E. Reddin*

... In Resources

Helping Children Live with Separation and Divorce

A 91-page booklet in French or English from Health Canada, "Because Life Goes On" (catalogue #H39-293/1994 E or F) is a practical guide for parents who are separating. It offers parents advice on how to deal with their own needs and feelings, communicate honestly and effectively with children, respond to their children's emotions and needs, and build a support network for parents and children. The booklet includes lists of organizations that can help separating families and books for parents and children.

Contact: Health Canada Communications/Publications, Ottawa, Ontario K1A 0K9; fax:(613)952-2766.

Food Biotechnology Network

The Food Biotechnology Communications Network has available a series of fact sheets: "What is Food Biotechnology?" "The History of Food Development," "The Benefits of Food Biotechnology," "The Environment and Food Biotechnology," "Nutrition and Health," "Tomatoes," and "Squash."

Contact: The Food Biotechnology Communications Network, Ottawa, Ontario; phone:(613)235-5360; fax:(613)235-5866.

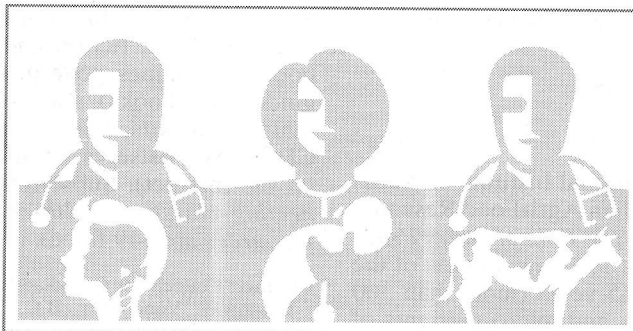
Farm Women's Training Needs

A research project commissioned as a needs assessment study for Canadian farm women has been released as "Training Needs of Canadian Farm Women: Executive Summary and Recommendations." The report includes issues such as training barriers, program delivery, current program options, and identified subject area needs.

Contact: Canadian Farm Women's Education Council, c/o Betty Semeniuk, R.R.4, Thamesford, Ontario N0M 2M0; phone: (519) 285-2640; fax: (519) 285-2066.

On a l'expertise et on se déplace

Vous avez besoin d'un expert pour parler de la monoparentalité à l'occasion d'une conférence sur la violence familiale? De quelqu'un pour commenter un bulletin d'information? Il vous faut de l'information concernant la situation économique de la famille? Le Secrétariat à la famille a dressé une liste des experts des questions familiales ainsi que des organisations qui



travaillent avec les familles et traitent des questions familiales.

Le Répertoire des personnes-ressources et des principaux organismes du secteur familial (1994, 140 pages) fournit les noms de quelque 200 personnes spécialisées dans différents aspects de l'étude de la famille. Il comprend plus de 20 thèmes dont la

démographie, les personnes âgées, la situation économique de la famille et le parentage. En outre, on y retrouve le nom de personnes bien qualifiées sur chacun des thèmes. *Le Répertoire* liste aussi les personnes-ressources avec leurs coordonnées, leur domaine de recherche et leur expertise.

On y trouve aussi les organisations gouvernementales et non gouvernementales québécoises qui travaillent avec les familles ou les étudient. *Le Répertoire* est distribué par le Secrétariat à la famille, 875, Grande Allée est, Québec (Québec) G1R 4Y8, (418)643-6414, téléc. (418)528-2009.

Réimprimé de: *Transition*, Juin 1995.

Groupe de recherche sur les aspects sociaux de la santé et de la prévention (GRASP)

Groupe de recherche sur les aspects sociaux de la santé et de la prévention (GRASP)rapport d'activités 1993-1994. Les membres du GRASP ont l'ambition de faire des recherches qui, tout en répondant à une demande sociale, sont susceptibles de faire avancer les connaissances fondamentales dans divers champs des sciences sociales, en particulier dans les domaines de la santé et du travail. **Contact:** GRASP, CP 6128, succ Centre-ville, Montréal (Québec) H3C 3J7 (514) 3436193 Télécopieur: (514) 343-2334.

Réimprimé de: L'Institut canadien de recherches sur les femmes (ICREF) *Bulletin*, Été 1995.

La violence faite aux femmes

À travers les agressions à caractère sexuel met en évidence le développement et l'évolution des instruments d'analyses théoriques, juridiques et statistiques qui ont présentement cours en matière d'agression sexuelle. **Contact:** Conseil du statut de la femme, Service de la production et de la diffusion, 8, rue Cook, 3e étage, Québec (Québec) G1R 5J7 1-800-463-2851 (418)643-4326 Télécopieur:(418)643-8926.

Réimprimé de: L'Institut canadien de recherches sur les femmes (ICREF) *Bulletin*, Été 1995.

Population, Poverty, and Development

A booklet, "In the Name of Development: Exploring Population, Poverty and Development," provides a critical overview of the relationship of population growth to economic development, food security, environment, migration, and women's health. It challenges the idea that population control is a development or anti-poverty strategy and places the debate about population in the context of social justice and women's reproductive rights.

Contact: Inter Pares, 58 Arthur Street, Ottawa, Ontario K1R 7B9.

Dairy Products in Canadian Diet

(Aussi disponible en français)

Dr. Estelle Mongeau for the National Institute of Nutrition, at the request of the Canadian Agri-Food Research Council, has prepared a report, *The Role of Dairy Products in the Canadian Diet*. This 100-page review of the world literature over the past 15 years (more than 300 references) looks at the macro- and micro-nutrients of dairy products, their bioavailability, and their role in human health and disease. The report costs \$35, shipping and handling included.

Contact: National Institute of Nutrition, 265 Carling Avenue, Suite 302, Ottawa, Ontario K1S 2E1; fax:(613) 235-7032.

News about Pulses

The Saskatchewan Pulse Crop Development Board publishes a Canadian pulse industry newsletter, "Pulse Profile." The first volume, Summer 1995, includes information on the industry; the grading system used for dried peas, lentils, pea beans, and cranberry, blackeye, or yelloweye beans; and the nutritional contribution of pulses according to Canada's Food Guide. Also available from the Pulse Crop Development Board are two cookbooks, with colour photos and wire-coil binding, *Discover the Pulse Potential* (\$12.95) and *The Amazing Legume* (\$11.95); add GST and \$3.00 for postage and handling.

Contact: The Saskatchewan Pulse Crop Development Board, P.O. Box 516, Regina, Saskatchewan S4P 3A2.

Report on Successful Secondary Schools

(Aussi disponible en français)

The Canadian Education Association conducted a two-and-one-half-year study of secondary schools across Canada to identify and analyze the factors that make a school successful. The 304-page report of this study, "Secondary Schools in Canada: The National Report of the Exemplary Schools Project," reports on 21 diverse secondary schools from every region of the country and examines the dominant issues confronting them: debates over curriculum and learning, the role and work of teachers, social goals of schools, students at risk, responding to diversity, and links with the community. Complementing the report is a 27-minute video, "Searching for Exemplary Schools," that provides an overview of the project and some of the key findings. The cost of the report is \$35, video is \$25, plus \$4 shipping and handling (no GST).

Contact: Canadian Education Association, Suite 8-200, 252 Bloor Street West, Toronto, Ontario M5S 1V5; phone:(416)924-7721; fax:(416)924-3188.

Journal on Canadian Learning Resources

The Council for Canadian Learning Resources has launched Canada's only national journal devoted to the review and evaluation of Canadian learning resources for schools and libraries, with suggestions for their effective use. Included in this journal will be reviews of print resources (e.g., fiction and non-fiction books, picture books, magazines, government publications, curriculum guides, text books), audio-visual resources (e.g., films, multi-media kits, videos), and electronic resources (e.g., CD-ROMs, listservs, multi-media resources, resources on the Internet). Subscriptions to *resource•links: connecting classrooms, libraries and Canadian learning resources* are \$49 for six issues per year, plus GST.

Contact: Council for Canadian Learning Resources, 604-810 West Broadway, Vancouver, B.C. V5Z 4C9; phone:(604)925-0266; fax:(604)925-0566.

Review of Costume/Clothing/Textiles Books

R. L. Shep, who used to publish *The Textile Booklist*, is bringing out a new quarterly review of books about clothing, *RAGS: Quarterly Reviews of Costume, Clothing & Ethnic Textile Books*. Subscriptions will be on a yearly basis only and will cost \$15 US.

Contact: R. L. Shep, Box 668, Mendocino, California 95460; phone:(707)937-1436; fax:(707)937-3059.

Vegetable Crop Production

The *Journal of Vegetable Crop Production* is aimed at specialists and professionals worldwide who labour with the problems of vegetable crop management from land preparation to marketing and consumption. A complimentary copy of the charter issue (spring/summer 1995) is available to libraries. Subscription rate is \$36 US for individuals, \$60 for institutions, and \$75 for libraries, plus 30% for Canadian orders plus GST.

Contact: The Haworth Press, Inc., 450 Tapscott Road, Unit 1, Scarborough, Ontario M1B 5W1; phone:1-800-342-9678; fax:(607)722-6362.

Women in Canada

(Aussi disponible en français)

The third edition of *Women in Canada* (Catalogue 89-503E) documents and traces many of the changes in Canadian society during the past 20 years which have had an impact on women by presenting relevant statistical series from Statistics Canada and other sources. The report intends to paint a broad portrait of the female population through inclusion and discussion of indicators for women's income, housing, health, education, employment, family life, and criminal victimization. Comparison of these indicators to those for men provides some measure of women's progress in these areas. As well, separate chapters reflect the experiences of immigrant women, visible minority women, Aboriginal women,

and women with disabilities. Numerous references and a detailed bibliography are included. Cost is \$49.00 plus GST.

Contact: Local authorized agents and Statistics Canada offices or Marketing Division, Sales and Service, Statistics Canada, Ottawa, Ontario K1A 0T6; phone: (613) 951-7277; fax: (613) 951-1584.

Family in Crisis?

In preparation for the World Summit for Social Development held in March 1995 in Copenhagen, the United Nations Research Institute for Social Development released Occasional Paper no. 3 "Is there a Crisis in the Family?" by Henrietta Moore. The purpose of this paper is to examine how processes of social, economic, and political change are affecting family forms, gender relations, and family-market linkages. It identifies the care of children and the reproduction of human capital as the main issues to be addressed by those interested in the family. Chapter topics include "Welfare Dependency and the Dysfunctional Family," "The Costs of Children," "Fathers, Husbands, and Conjugal Expectations," and "The Feminization of Poverty."

Contact: UNRISD, Palais des Nations, 1211 Geneva 10, Switzerland; phone: 798 74 00; fax: 740 07 91.

Population Health

(Aussi disponible en français)

The Federal/Provincial/Territorial Ministers of Health have adopted the population health framework and strategic directions proposed in the discussion paper "Strategies for Population Health: Investing in the Health of Canadians" (Catalogue No. H39-316/1994E). The paper summarizes what is known about the broad determinants of health—the things that make and keep people happy, such as physical environments, personal health practices and coping skills, and healthy child development. It presents a framework, based on these determinants, that could guide development by government of policies and strategies to improve population health. It also proposes strategic directions upon which governments could collaborate.

Contact: Publications, Health Canada, Communications Directorate, Ottawa, Ontario K1A 0K9.

National Forum on Health

(Aussi disponible en français)

"A Dialogue on Health Information" was held in May 1995. Sponsored by the National Forum on Health, the Dialogue brought together leading authorities in the field of health information. The Summary Report, "Evidence-Based Decision Making: A Dialogue on Health Information," provides a flavour of the debate underway on how to use health information effectively and improve health care practices and decision-making. The discussion about broadening information systems and the call for information and research on the efficacy of health interventions present opportunities for home economics. The report is free of charge.

Contact: National Forum on Health, P.O. Box 2798, 200 Kent Street, 4th Floor, Ottawa, Ontario K1P 6H4; fax: (613) 954-0947; e-mail: forum@hpb.hwc.ca; www: <http://www.hwc.ca:8200>

... In Products

Paper from Straw

Two Edmonton papermakers are creating specialty hand-made papers using straw fibre from Canadian oilseed flax, fibre flax, and canola. They find that people are interested in the look, texture, and colour of handmade papers. The papers are strong and pebbly in texture, yet take print very well.

Source: "Flax Focus," Summer 1995.

Canadian Pulse Varieties

New types and varieties of pulses that will be available from Canadian growers within three years include:

- large faba beans for canning markets and Middle Eastern consumers
- extra small faba beans for forages and bird seed
- non-darkening yellow cotyledon lentils
- green cotyledon lentils which retain green colour when split
- small brown lentils for the Spanish market
- new early-maturing dry bean varieties (pinto, small red, pink, cranberry, black, etc.).

Source: "Pulse Profile," Summer, 1995.

Self-cleaning Household Tile

Japanese researchers have come up with the world's first self-cleaning bathroom and kitchen tile, and it's likely to be the first of many self-cleaning products using the same process. At the World Environmental Congress meeting in London, Ontario, examples were shown of paper, glass, cloth, and paint specially treated with titanium dioxide.

When titanium dioxide interacts with ultraviolet radiation from the sun or fluorescent lights, an active form of oxygen is produced on the surface that can burn combustible material at room temperature making "a fire without a flame." Most stains are erased and bacteria and common indoor odors are eliminated. Large splotches of biological material, such as a blob of ketchup, would resist easy cleaning because the process is a surface reaction, but thinner deposits, such as bacteria, smoke, and finger-prints, are easily removed. Tests at a Japanese hospital indicate that in operating rooms and bathrooms the self-cleaning tiles eliminated 99.9% of bacteria. The wash-itself tile appears to be resistant to degradation from normal scrubbing.

Concern about possible toxic byproducts from the self-cleaning process appears to be mitigated by the small amount of emissions; for an area of self-cleaning tile roughly nine square metres, the emissions would be one-thousandth of the emissions from a home fireplace.

Source: Canadian Press, Oct. 5, 1995.

... In Trends

Supermarket Loyalty Increases

According to a recent survey of consumer behaviour and attitudes, Canadians are shopping in the same food store

week after week. Only about a quarter of shoppers questioned said they switched stores this year. Consumers also indicated a growing confidence in the retailer to ensure that grocery products are safe, second only to consumers' reliance on themselves. The "Trends in Canada" survey is conducted every two years for the Canadian Council of Grocery Distributors, the US Food Marketing Institute, and *Canadian Grocer* magazine.

Source: Canadian Press, Aug. 17, 1995.

Meatless Meals

Several factors may affect meat consumption in Canada: an aging population; increased consumption of fruits, vegetables, and "light" foods because of health concerns; and the influence on the marketplace of selected ethnic groups which traditionally eat less meat (Chinese, South Asian, and Middle Eastern). To assess the trend toward meatless meals, Agriculture and Agri-Food Canada joined a 1994 national omnibus survey conducted by Decima Research and found that:

- Red meat was still the most common main ingredient in the last meal eaten (35.3% of respondents), followed by poultry (26.8% of respondents).
- More men than women reported eating meat as the main meal ingredient. People living in small towns, on the prairies, or in large families also tended to consume meat as part of the main meal more often.
- 63.8% of those surveyed reported no change in the preceding 12 months in the number of meals that contained red meat. For 26.1%, their consumption had decreased and for 10%, their consumption had increased.
- The main reasons cited by respondents for increasing red meat consumption were change in diet and health concerns, cooking for one person or fewer people in the house, and change to add variety. Reasons for a decrease in intake of red meat were diet and health concerns, cost, too time-consuming, safety of food, and a preference for alternatives.

Source: *Visions*, Vol. 6, No. 1, 1995.

Demand for Ethnic Foods Increases

There is a growing demand for ethnic foods among all Canadians, regardless of ethnic background. Of the many factors which influence ethnic food consumption, four stand out in the literature.

Firstly, the ethnic food market is being driven by a general demand for variety—a greater selection of products on store shelves and items on restaurant menus. Secondly, international travel plays a role; travelers often look for ethnic foods sampled abroad upon returning home. Immigration is the third influence on ethnic food consumption in Canada; immigrants often bring unique customs, traditions and styles of food. Finally, popular trends in the United States are often embraced in Canada. For example, the popularity of Mexican foods cannot be linked to a large Mexican-Canadian population, but probably results from a trend started in the United States.

Other research suggests that ethnic food consumption is not homogeneous across the population. It has been shown to be linked to relatively affluent, well-educated, urban and cosmopolitan consumers. Studies of restaurant

eating preferences suggest that the most popular ethnic food styles are Italian, Chinese and other Oriental, Mexican and Indian, usually in that order. However the market is constantly changing and Cajun and Caribbean foods are now becoming increasingly popular. Most consumers eat ethnic foods at restaurants.

Reprinted from *Visions*, Vol. 6, No. 1, 1995, p.5.

Demande globale d'aliments ethniques

Globalement, quelles que soient leurs origines, les Canadiens demandent de plus en plus d'aliments ethniques. Si de nombreux facteurs paraissent influencer sur la consommation de ces aliments, il en est quatre qui ressortent dans la documentation.

D'abord, le marché des mets ethniques tire avantage d'une demande généralisée de produits variés. Autrement dit, les consommateurs s'attendent à ce que les étalages des magasins et les menus des restaurants leur proposent un plus vaste choix. Deuxièmement, les déplacements outre-mer jouent un rôle non négligeable: de retour chez elles, les personnes qui voyagent se mettent souvent en quête des mets qui leur ont plu à l'étranger. L'influence de l'immigration vient au troisième rang: les immigrants conservent ordinairement leurs coutumes, leurs traditions et leurs types d'aliments. Enfin, les grandes tendances observées aux États-Unis se fraient souvent un chemin au Canada. Ainsi, la popularité des mets mexicains n'est certes pas le fait d'un fort noyau de citoyens canadiens d'origine mexicaine; elle résulte probablement d'une tendance qui s'est d'abord manifestée aux États-Unis.

D'autres études laissent entendre que la consommation d'aliments ethniques n'est pas homogène au sein de la population. On sait maintenant qu'elle est surtout répandue chez les consommateurs relativement à l'aise et instruits qui vivent en milieu urbain et cosmopolite. Des recherches révèlent que dans les restaurants, les mets ethniques les plus populaires sont les suivants, habituellement dans cet ordre: italiens, chinois et orientaux, mexicains et, enfin, indiens. Mais le marché évolue constamment; ainsi, les mets caribéens et ceux de style cajun gagnent de plus en plus en popularité. La plupart des consommateurs mangent des mets ethniques au restaurant.

Réimprimé de *Visions*, Vol. 6, No. 1, 1995, p.5.

Moins de mariages, des couples plus âgés

En 1993, moins de Canadiens et de Canadiennes se sont mariés légalement, et ceux qui l'ont fait étaient plus âgés. Selon Statistique Canada, deux facteurs majeurs expliquent le phénomène: la tranche de la population des 20 à 30 ans (qui détenait le plus fort taux de mariage auparavant) a diminué et un plus grand nombre de Canadiens et de Canadiennes choisissent l'union libre.

L'union libre est plus répandue au Québec et dans les Territoires du Nord-Ouest. Compte tenu des taux de mariages légitimes de 1993, plus de la moitié de leur population ne se mariera pas. Cela ne signifie pas pour autant que les gens n'ont pas de bébé. Environ 50 p. 100 des bébés nés au Québec en 1993 et plus de 60 p. 100 de ceux nés dans les Territoires du Nord-Ouest sont issus de femmes qui n'étaient pas légalement mariées.

Les gens se marient à un âge plus avancé. En 1973, à peu près 30 p. 100 des mariées avaient moins de 20 ans

par rapport à moins de 4 p. 100 vingt ans plus tard. En 1993, plus de 30 p. 100 des hommes et 20 p. 100 des femmes qui se sont mariés pour la première fois avaient plus de 30 ans par rapport à 10 p. 100 chez les hommes et 5 p. 100 chez les femmes en 1973.

Réimprimé de *Transition*, Septembre 1995, p.3.

... In Ideas

Passionate Longevity

Dr. Elaine Dembe, author of *Passionate Living: The Ten Secrets to Growing Younger*, has researched the question of why some people stay cheerful and productive as they grow older, while others get depressed, bored, and even cranky. Her tips are relevant for middle-agers and those in their senior years and include:

- **Tenacity.** Be optimistic. Listen to yourself carefully. Stop any negative talk. Having a positive view of the world may not get you through tragedies but will break down day-to-day barriers to a productive life.
- **Sociability.** Maintain relationships. Stay in touch with family and friends, even if from afar. Find activities such as volunteering that will help you make new friends.
- **Mobility.** Regular physical activity can help maintain independence. Walking or weight training are especially recommended. Having a working body is wonderful, but you have to do it for yourself.
- **Vitality.** Eat nutritiously. As Dr. Dembe says, "bodies are important and they are worth having a good meal for, even if it's for one person."
- **Memories.** Record and think of events that have been important to you—amazing, joyful, happy experiences. "Reliving these moments is one of the best cures for depression."

Source: "CareTel™ Connections," July 1995.

Getting Children Off the Couch

With a better understanding of children's motivation, the Canadian Fitness and Lifestyle Research Institute and ParticipAction have come up with a few suggestions from psychologists to help children to be physically active.

For children who enjoy competitive sports:

- Help them to value the game rather than the outcome. A focus on winning can decrease motivation.
- Focus their attention on developing skills. Failing to win can easily convey feelings of incompetence, which are minimized when the focus shifts to improving their own performance.
- Provide honest performance feedback. Children who lose but receive positive feedback feel better than those who win but receive negative feedback.
- Select a coach with an informational style. Children are more satisfied participants if they think their coach provides positive feedback and social support.

For children who wince at the thought of competition:

- Broaden the scope of physical activity.
- Suggest activities that are less formal and structured,

such as hiking.

- Insist on a wide choice of activities beyond organized sports at school and in organized community activities.
- Help them to develop a few skills, such as catching a ball or doing a somersault. These boost self-esteem and give better feelings about the body.
- Develop happy family memories: play together.

Physical activity is important for all children, not just the athletically gifted, and positive experiences will keep children and youth active for the rest of their lives.

Source: "Safety Canada," Summer 1995.

Stopping Family Violence — the Roots of Abuse

The Church Council on Justice and Corrections has developed the term "pecking order" as a substitute for what it formerly called "patriarchy." Reverend Jamie Scott of the Council believes that violence stems from the existence of a pecking order, when "somebody feels that we are not as important as they are." The pecking order becomes incorporated into every aspect of life, and there is still a lot to understand about how insidious abuse is in institutional behaviour and the underlying values we accept.

Marlies Sudermann, a worker with the London Family Court Clinic in Ontario, believes that violence is multidetermined. She says, "Sexism and racism are ways in which violence is perpetuated. If you can disregard certain groups as less valuable, it becomes acceptable to do violence to them and exploit them."

Three factors that contribute to abuse have been identified by Linda MacLeod, author of *Battered But Not Beaten* (1986). Isolation occurs on many levels: geographical, physical, emotional, and social. Fragmentation is "a disease of looking only at a narrow part of the problem, looking at a label on the person." Power/control dynamics result from and are a symptom of inequality, of women, of children, of the elderly.

Front-line workers and researchers are finding that public education is their most powerful tool. Marlies Sudermann's experiences in schools show that education can successfully help prevent students from entering abusive relationships and also prepare tomorrow's professionals to treat abuse with more understanding and sensitivity.

Advocates suggest that more attention must be paid to developing positive parenting skills. The Canadian Institute for Advanced Research emphasizes that the conditions of healthy birthing and the nurturing, stimulation, and safety of young children are prerequisites to the development of resilient, coping children.

Ultimately, the kind of society we live in and the quality of life experiences we all face, children to middle-agers to seniors, must be a reflection of fundamental values — egalitarian relationships between the sexes, personal safety in relationships, elimination of poverty — if we want to live in strong, safe, healthy communities.

Source: *Transition*, September 1995 (theme issue on Family Violence).

Book Reviews

compiled by *Debbie MacLellan*

Questions réponses sur la maladie d'Alzheimer, guide à l'usage de la famille et des proches par Dr. Denis Gauvreau et Dr. Marie Gendron (1994). Le jour éditeur. 172 pages. \$14.95. ISBN 2-8904-4455-4.

Avez-vous l'occasion en tant que professionnel-le de travailler auprès de familles dont l'un des proches est aux prises avec la maladie d'Alzheimer? Ces personnes cherchent-elles des réponses simples et concrètes aux nombreuses questions qu'elles se posent au sujet de cette maladie? Si oui vous pourriez certainement leur conseiller la lecture de ce livre.

Tout comme l'indique son titre, ce livre apporte une réponse tantôt assez brève, tantôt un peu plus élaborée à 98 questions. Ces questions sont les interrogations les plus fréquentes qui ont été posées aux auteurs, deux spécialistes de cette maladie. La première partie du livre porte entre autres sur la maladie elle-même, son histoire, ses symptômes, ses causes, son diagnostic, certaines données statistiques et l'état actuel des recherches. La deuxième partie s'intéresse plus particulièrement à la personne en abordant par exemple des questions reliées à la façon de communiquer avec l'individu atteint de la maladie d'Alzheimer. Elle parle du "quoi faire" et du "pourquoi" liés à toute une foule de comportements qu'on retrouve fréquemment chez ces personnes.

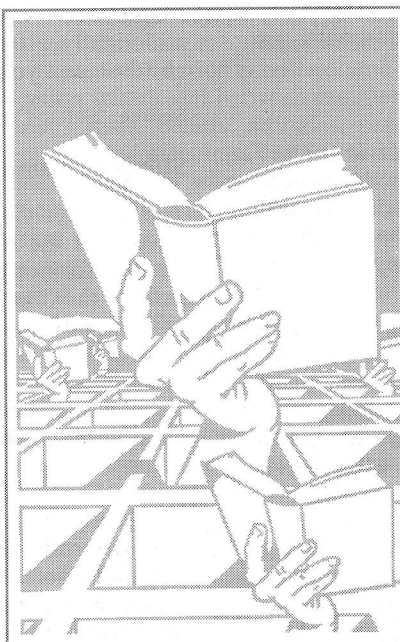
En somme, tout en sachant bien qu'il n'y ait pas une seule réponse à une question, ce livre qui se veut un guide pratique, présente tout de même des réponses pleines de bon sens, visant à faciliter la compréhension de cette maladie pour mieux accompagner les gens qui en souffrent. Enfin, il s'agit d'un livre à la portée de tous en étant rapide à lire et facile à comprendre.

Révisé par :

Jocelyne Viel, EFL
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Centre universitaire de Moncton,
Moncton, N-B

Plan pédagogique, une démarche systématique de planification de l'enseignement par Nicole Lebrun et Serge Berthelot (1994). Ottawa: Editions Nouvelles. 318 pages. \$32.00 ISBN 2-8041-1773-1

Ce livre est rédigé à l'intention de quiconque veut mettre sur pied un programme d'enseignement ou du matériel didactique. On y définit les cinq phases à franchir soit: l'analyse, la planification, le développement, l'implantation et le contrôle. Tout comme chacune de ces phases comporte une variété d'étapes, chaque étape fait l'objet d'un chapitre



de ce manuel. Rédigé de façon systématique, chaque chapitre nous situe par rapport au contenu de l'étape en question. Les auteurs précisent les objectifs visés et ils présentent une justification du concept étant développé. Ils identifient de façon concrète les domaines d'application et les éléments ou facteurs dont il faut tenir compte pour sa réalisation, puis ils présentent une synthèse des points majeurs ou étapes permettant de mettre ces notions en application. Chacun des chapitres se termine par une bibliographie des références pertinentes. À ce niveau cependant, je m'étonne de voir que la majorité des références citées datent des années soixante dix.

Enfin, ce livre présente plusieurs tableaux permettant au fur et à mesure du déroulement, une meilleure vue d'ensemble des notions traitées. J'ai particulièrement apprécié le contenu des chapitres 5, 6 et 7 qui couvrent de façon

relativement tangible et pratique la formulation des préalables et des objectifs, la rédaction des tests critériés et l'élaboration d'une stratégie pédagogique. Par contre, certains chapitres tels que les chapitres 10 à 15 me semblent délaissier l'aspect enseignement pour se concentrer sur celui de la production de matériel didactique d'assez grande envergure.

Dans son ensemble, ce livre contient une foule de renseignements pertinents permettant une meilleure planification de programmes d'enseignement mais si on voulait suivre à la lettre chacune de ces étapes on risquerait d'y consacrer bien du temps.

Révisé par:

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Moncton, N-B

The Missing Child in Liberal Theory by John O'Neill. (1994). Toronto: University of Toronto Press, Inc. 136 pages. \$40.00 (cloth) ISBN 0-8020-0627-2; \$14.95 (paper) ISBN 0-8020-7586-X.

The "missing child" in John O'Neill's essay reflects the loss of caring about the well-being and prospects of other peoples' children. Liberal theory protects and promotes private interests where children are labelled as "resources" or "risks." They live in two worlds, either that of affluence or that of poverty. In liberal theory, public issues are rendered private troubles. O'Neill calls for the renewal of the covenant of the welfare state to tackle the "justice gap." He presents a very strong and compassionate argument for a shift to a covenant paradigm where the provision of civic staples is available to every citizen, whatever their place in

the market. If we can redirect the Canadian commons to the well-being of the civic person, O'Neill suggests that Canada will contribute a model of survival and governance among the nations of the twenty-first century.

This book is suitable for any person interested in Canadian social policy. It provides a philosophical basis from which to develop social policies. The content of covenant care is described in sufficient depth. Some readers, however, may find the level of reading very high; furthermore, the content does not lend itself to many tables or pictures which often help to clarify issues.

By presenting a "covenant of care" for each other and our children, O'Neill takes a new and ambitious approach to social policy. He argues for an approach that has enormous implications for all society and the choices we make regarding our social policies.

Reviewed by:

Maria Mayan, PhD candidate
Department of Human Ecology
University of Alberta
Edmonton, Alberta

Women and Careers: Issues and Challenges by Carol Wolfe Konek and Sally L. Kitch (eds.). (1994). California: Sage Publications, Inc. 280 pages \$25.00 (paper). ISBN 0-8039-5263-5.

This book about business and professional women arose out of a collaborative research effort by a number of researchers at Wichita State University. This group shared a feminist vision of research, a pool of respondents, and the search for funds. Although each researcher analysed his or her own data, the group discussion of the results provides a holistic overview of the issues and challenges faced by career women today.

Women and Careers treats some of the topics usually found under this rubric, such as combining marriage and motherhood with a career, and workplace discrimination. However, it adds some new and interesting dimensions to the discussion, including career women's use of technology, their views and involvement in feminism, and the concept of leisure. The respondents' experience, as well as the researchers' analysis of results, is presented. Giving voice to women is a refreshing feature in a book such as this one.

Although the book features several writers whose styles vary, overall it is very readable for its intended readership—academics and professionals. There are numerous visuals that summarize the research results which facilitates understanding of the discussion. This book should be of interest to women's communities operating from a collective model. It should also be of value to university business faculties, gender or women's studies departments, and career women busily charting their own course or mentoring others.

Reviewed by:

Isabel Christian, BSc, MSc (Family Studies)
Sessional Lecturer
University of Prince Edward Island
Charlottetown, Prince Edward Island

The Canadian Home: From Cave to Electronic Cocoon by Marc Denhez. (1994). Toronto and Oxford: Dundurn Press. 255 pages. (hardcover). ISBN 1-55002-202-4.

In *The Canadian Home: From Cave to Electronic Cocoon*, Marc Denhez provides a comprehensive study of the development of housing in Canada. Denhez begins this fascinating survey with a description of the first dwelling used by natives in the Northwest Territories in 6500 BC and continues with discussions of the Plain Indians' tipi, the first settlers' sod homes, and the history of the bungalow in Canada's early suburbs. The survey includes descriptions of the physical form of each type of housing used in Canada and discussions of the political, social, and economic factors influencing their development.

The Canadian Home serves as a nice complement to Witold Rybczynski's *Home: A Short History of an Idea*. Both offer an exhaustive survey of the physical and, more interestingly, the socio-cultural development of the house and argue that the "house" provides more than a physical shelter for individuals by serving as a centralizing force for the family and a refuge for its members from the harsh public domain. However, despite these similarities, several points separate the two texts. While Denhez focusses primarily on Canadian housing, Rybczynski takes a more comprehensive approach, investigating European housing styles' influences on the New World's housing choices. Secondly, Rybczynski adopts a sociological approach in his survey, while Denhez, although considering sociological factors, relies heavily on the economic and political influences on the development of housing. For example, his investigation of "all-Canadian phenomena" such as the Central Mortgage and Housing Corporation (CMHC), the Newfoundland Tilt, and the Expo 67's Habitat, are discussed with detailed reference to the economic policies influencing their inception.

Denhez's writing style is casual and witty, with frequent use of anecdotes. For example, when describing Georgian architecture, he places responsibility for Canada's infatuation with round or oval rooms during the late 1700s on Edward, Duke of Kent and father of Queen Victoria. The Duke's three visits to Quebec and Nova Scotia during this time period left a legacy of round rooms and even round forts. Denhez states that Edward claimed the rooms' shapes ensured the occupants could avoid being cornered by the devil.

The Canadian focus of this text makes it a significant addition to the limited information on Canadian housing design. This in combination with an easy-to-read style and in-depth analysis make it valuable for those studying housing design, housing policy, or for those simply interested in Canadian social history.

Reviewed by:

Sheri McBride, MSc
Dept. of Home Economics
University of Prince Edward Island
Charlottetown, Prince Edward Island

March

Nutrition Month *Nutrition To Go! / Manger mieux partout!*

Contact: Lise Smedmor, Coordinator, National Nutrition Month Campaign, The Canadian Dietetic Association, 480 University Avenue, Suite 601, Toronto, ON M5G 1V2. Tel: (416) 596-0857 ext.318.

March 8

(United Nations) International Women's Day. Federal theme for 1996: *Strategies for Equality: Managing Change/ (Nations Unies) Journée internationale de la femme. Strategies pour l'égalité: la gestion du changement* est le thème retenu par le gouvernement fédéral en 1996.

March 21

(United Nations) International Day For The Elimination of Racial Discrimination. / (Nations Unies) Journée internationale pour l'élimination de la discrimination raciale.

March 21 - 23

(Geneva, Switzerland) 19th Annual Conference of the American European Dietetic Association (AEDA).

Contact: Kimberley Shuler, RD., 41 Domaine du St. Eynard, 38330 Montbonnot St. Martin, France.

March 27 - 30, 1996

(Citadel Ottawa Hotel and Convention Centre) *Nutrition Action: Food for an Aging Population.* The National Institute of Nutrition (NIN) and the National Meals Network (NMN).

Contact: Diana Daghofer at NIN, 265 Carling Avenue, Suite 302, Ottawa, Ontario K1S 2E1 Tel. (613) 235-3355, Fax (613) 235-7032 or e-mail ddaghofo@hpb.hwc.ca

May 18-21

(Banff, Alberta) *Food and Nutrition Beyond Borders: Creating Strategies for the Dietetics Profession in North America.* American and Canadian Dietetic Associations. Abstracts must be received by February 29, 1996.

Contact: Tel: (312) 899-0040 x 4851 or Fax: (312) 899-0008.

May 30-June 1

(Winnipeg) *Communities in Transition: The Evaluation Perspective./ Communautés en évolution: point de vue de l'évaluation.*

Contact: Elaine Mathieson, Conference

Coordinator, Frontline Associates. Tel. (204) 489-2739.

June 1-3

(St. Catharines, Brock University) CARHE/ACREF at the Learned Societies Conference/à la Congrès des sociétés savantes.

Late submissions will be considered

Contact: Jennifer Welsh, Ryerson Polytechnic University, 350 Victoria St., Toronto, ON M5B 2K3 Tel. (416) 979-5000 Ext.6931 Fax (416) 979-5204.

June 3-14

(Istanbul, Turkey) *Adequate Shelter For All and Sustainable Human Settlements Development in an Urbanizing World./Des logements convenables pour tous et Des établissements humains écologiques dans un monde de plus en plus urbanisé* 2nd UN Conference on Human Settlements (Habitat II)

Contact: Habitat II Global NGO Secretariat, c/o, Rooftops Canada, 2 Berkley St., Suite 207, Toronto, M5A 2W3, Tel. (416) 366-1445 Fax (416) 366-3876 email:rooftops@web.apc.org

June 6-7

(Toronto) *Breastfeeding Continuum: Strategies for Action.* 6th Annual National Breastfeeding Conference. INFAC Canada/Women's College Hospital/Humber College/Etobicoke Public Health Department

Contact: Syliva Segal, School of Health Sciences, Humber College, 205 Humber College Blvd., Etobicoke, Ontario M9W 5L7. Fax: (416) 675-2015.

June 7-9

(Brock University, St. Catharine's, Ontario) *Advancing the Agenda of Inclusive Education. Policy, Politics and Pedagogy.*

Contact: Dr. Cecilia Reynolds, Brock University, St. Catharine's, Ontario L2S 3A1 e-mail:reynolds@dewey.ed.Brocku.ca

June 28 - 30, 1996

(Berlin) *Women in Rural Development: "What Have Women's Projects Accomplished So Far?"*

Contact: Landwirtschaftlich-Gärtnerische Fakultät, Fakultätsschwerpunkt, Frauen in der Ländlichen Entwicklung, Koordinatorin, Dr. Uta Altmann, Chausseestabe 13, 10115 Berlin, Germany.

July 2 - 5, 1996

(Vancouver, B.C.) Canadian Public

Health Association Annual Conference

Contact: Canadian Public Health Association, Conference Dept., 1565 Carling Avenue, #400 Ottawa, Ontario K1Z 8R1, Tel: (613) 725-3769 Fax: (613) 725-9826.

July 7-10

(Toronto) *Enriching Relationships: Clients, Consumers & Colleagues./ Enrichissez vos relations: clients, consommateurs et collègues* CHEA Conference 96 ACD'EF

Information: Back cover, this issue.

July 10

(Toronto, Harbour Castle Hilton Hotel) Research Session. CHEA Conference 96 ACD'EF. Canadian Association for Research in Home Economics / Association Canadienne pour Recherche en Économie Familiale. *Abstracts by February 29, 1996.*

Contact: Anne Selby, School of Nutrition, Consumer & Family Studies, Ryerson Polytechnic University, 350 Victoria St., Toronto, ON M5B 2K3 email: aselby@acs.ryerson.ca Fax (416) 979-5204.

July 21-26

(Bangkok, Thailand) *Living Conditions, a Global Responsibility — The Role of Home Economics.* XVIIIth Congress International Federation for Home Economics / *Conditions de la vie : une responsabilité globale-le rôle de l'économie familiale.* Federation Internationale pour l'économie familiale XVIIIe Congrès

Contact: Dr. Amornrat Chareonchi, IFHE Organizing Committee, Thai Home Economics Association, 538/2 Samsen Riad, Dusit, Bangkok 10300, Thailand. Fax:(662)668-9301; Tel.(662)241-5118. Fax:(662)280-0435; Tel.(662)282-3841.

August 17-23

(Edmonton, Alberta) *Science and Technology Education for Responsible Citizenship and Economic Development.* The 8th Symposium of the International Organization of Science and Technology Education (IOSTE)

Contact: Continuing Professional Education, University of Alberta, 4-116 Education North, Edmonton, Alberta T6G 2G5 Tel: (403)492-0395 Fax: (403)492-0390, Internet: kris.calhoun@ualberta.ca



CALL FOR PAPERS

CANADIAN HOME ECONOMICS ASSOCIATION

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JULY 7th - 10th, 1996**



**research session * (Presentation or Poster)
Wednesday July 10th, 1996
10 a.m. - 12 noon**

Please send abstract and intention to present by **FEBRUARY 29TH, 1996** to :

**DR. ANNE SELBY
SCHOOL OF NUTRITION, CONSUMER & FAMILY STUDIES
RYERSON POLYTECHNIC UNIVERSITY
350 VICTORIA ST.
TORONTO, ONTARIO
M5B 2K3**

**EMAIL ASELBY@ACS.RYERSON.CA
FAX 416 - 979-5204**

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Note: In an effort to integrate research and practice, and support the conference theme "Enriching Relationships", the research session welcomes submissions on completed research, research in progress, reflection on practice, action research etc.



Canadian Home Economics Association

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- Circuit dans la région Niagara: vins et produits alimentaires

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- Sally Armstrong

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